

Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.2.	Craft and Style
INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	i.	Choosing vocabulary, language and tone appropriate to the topic, audience, and purpose.
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning**Language Arts****Grade 10 - Adopted: 2024****STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	i.	Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose.
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details
INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.

STRAND / TOPIC **Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.

PROGRESS INDICATOR	ii.	Choosing diction and tone appropriate to the topic, audience, and purpose.
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR ii. Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iii. Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.

PROGRESS INDICATOR ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
STRAND / TOPIC		Reading Informational Text
STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.2.	Craft and Style
INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.

INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS
INDICATOR

iv.

Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR

A.

Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR

B.

Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR

C.

Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR

C.

Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration

INDICATOR

A.

Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS
INDICATOR

i.

Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS
INDICATOR

ii.

Setting guidelines for group presentations and discussions.

PROGRESS
INDICATOR

iii.

Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS
INDICATOR

v.

Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.
STRAND / TOPIC Communications and Multimodal Literacies		
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina		
STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC Reading and Vocabulary		
STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details
INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style
INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.

INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

**STRAND /
TOPIC**

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC Language Usage		
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC Communications and Multimodal Literacies		
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

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Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina		
STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.
INDICATOR	C.	Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.3.	Integration of Concepts
INDICATOR	B.	Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.
STRAND / TOPIC		Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	10.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.
INDICATOR / STANDARD	10.RL.1.	Key Ideas and Plot Details

INDICATOR	C.	Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
STRAND / TOPIC		Writing
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
STRAND / TOPIC		Writing
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

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Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.1.	Key Ideas and Plot Details

INDICATOR	C.	Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.
Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44		

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.1.	Key Ideas and Plot Details
INDICATOR	B.	Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.
INDICATOR	C.	Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.3.	Integration of Concepts

INDICATOR	B.	Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.

INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	10.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.
INDICATOR / STANDARD	10.RL.1.	Key Ideas and Plot Details
INDICATOR	C.	Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade **11** - Adopted: **2024**

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.1.	Key Ideas and Plot Details
INDICATOR	C.	Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.1.	Key Ideas and Plot Details

INDICATOR	B.	Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.

INDICATOR	C.	Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.3.	Integration of Concepts

INDICATOR	B.	Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.

STRAND / TOPIC **Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC	Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC	Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	10.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.
INDICATOR / STANDARD	10.RL.1.	Key Ideas and Plot Details

INDICATOR	C.	Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning**Language Arts**

Grade 11 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC **Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.1.	Key Ideas and Plot Details
INDICATOR	C.	Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR B. Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS
INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS
INDICATOR iii. Summarizing points of agreement and disagreement.

Lesson 06: Unit 4 Summarizing a Reference, p. 51-48**Virginia Standards of Learning****Language Arts****Grade 9 - Adopted: 2024****STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.2.	Craft and Style
INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics
INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC		Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC		Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details
INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning**Language Arts****Grade 12 - Adopted: 2024****STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.

PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.2.	Craft and Style
INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics
INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning**Language Arts****Grade 10 - Adopted: 2024****STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC	Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC	Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details
INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

Lesson 08: Unit 4 Summarizing a Reference, p. 67-76

Virginia Standards of Learning**Language Arts****Grade 9 - Adopted: 2024****STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.

**STRAND /
TOPIC**

Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.2.	Craft and Style

INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.
STRAND / TOPIC Communications and Multimodal Literacies		
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina		
STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC Reading and Vocabulary		
STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR ii. Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR iii. Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR v. Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.

PROGRESS INDICATOR vi. Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR ii. Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details
INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC	Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

Lesson 09: Unit 5 Writing from Pictures, p. 77-84

Virginia Standards of Learning
Language Arts
Grade 9 - Adopted: 2024

STRAND / TOPIC	Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC	Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC	Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

STRAND / TOPIC Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR D. Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition

INDICATOR A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR iv. Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

STRAND / TOPIC Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR A. Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS
INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS
INDICATOR iv. Summarizing points of agreement and disagreement.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS
INDICATOR iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

**STRAND /
TOPIC** **Reading and Vocabulary**

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS
INDICATOR ii. Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR C. Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

INDICATOR D. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR A. Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement

Lesson 10: Unit 5 Writing from Pictures, p.85-90

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

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Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

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Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

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Grade 9 - Adopted: 2024

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar
INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics
INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

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Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

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Grade 11 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

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Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

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Language Arts

Grade 9 - Adopted: 2024

STRAND /
TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND /
TOPIC

Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND /
TOPIC

Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.

STRAND / TOPIC	Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

INDICATOR / STANDARD	9.RI.2.	Craft and Style

INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.

STRAND / TOPIC	Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.

INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC	Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.

INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC	Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS
INDICATOR

iv.

Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR

A.

Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR

B.

Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR

C.

Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR

B.

Craft and apply a variety of sentence structures to infuse sentence variety in writing.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR

A.

Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR

C.

Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

STRAND / TOPIC

Research

STANDARD / STRAND	9.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.
INDICATOR / STANDARD	9.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

STRAND / TOPIC

Research

STANDARD / STRAND	10.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	10.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details
INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
PROGRESS INDICATOR	ii.	Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS
INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS
INDICATOR iv. Summarizing points of agreement and disagreement.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS
INDICATOR iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

**STRAND /
TOPIC** **Research**

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information

INDICATOR B. Gather and organize information from various sources.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

**STRAND /
TOPIC** **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Research	
STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources.

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
STRAND / TOPIC		Reading Informational Text
STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.2.	Craft and Style
INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.

INDICATOR / STANDARD	9.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar
INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics
INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

STRAND / TOPIC

Research

STANDARD / STRAND	9.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.
INDICATOR / STANDARD	9.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.

INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS
INDICATOR

iv.

Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR

A.

Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR

B.

Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR

C.

Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar

INDICATOR

B.

Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR

C.

Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS
INDICATOR

i.

Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

STRAND / TOPIC

Research

STANDARD / STRAND	10.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	10.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details

INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
PROGRESS INDICATOR	ii.	Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

STRAND / TOPIC **Research**

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.

PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Research

STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Gather and organize information from various sources.

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.2.	Craft and Style

INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.

STRAND / TOPIC **Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND /
TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii. Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

STRAND /
TOPIC

Research

STANDARD / STRAND	9.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.
INDICATOR / STANDARD	9.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.

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Language Arts

Grade 10 - Adopted: 2024

STRAND /
TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexiv. 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC		
Reading and Vocabulary		
STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
STRAND / TOPIC		
Writing		
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
STRAND / TOPIC		
Writing		
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		
Writing		
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
STRAND / TOPIC		Writing
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

STRAND / TOPIC

Research

STANDARD / STRAND	10.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	10.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.

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Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details

INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
PROGRESS INDICATOR	ii.	Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

STRAND / TOPIC **Research**

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources.

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Grade 12 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.

PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

STRAND / TOPIC		Research
STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Gather and organize information from various sources.

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STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.2.	Craft and Style

INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND /
TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii. Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

STRAND /
TOPIC

Research

STANDARD / STRAND	9.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.
INDICATOR / STANDARD	9.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND /
TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexiv. 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC		
Reading and Vocabulary		
STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
STRAND / TOPIC		
Writing		
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
STRAND / TOPIC		
Writing		
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		
Writing		
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
STRAND / TOPIC		Writing
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

STRAND / TOPIC

Research

STANDARD / STRAND	10.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	10.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.

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Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details

INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
PROGRESS INDICATOR	ii.	Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

STRAND / TOPIC **Research**

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.

PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC	Language Usage	
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

STRAND / TOPIC	Research	
STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources.

Lesson 16: Unit 7 Inventive Writing, p. 147-152

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.

INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar
INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics
INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

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Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.

PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement

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Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.

STRAND / TOPIC	Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC	Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC	Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.

INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.

INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.

INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.

INDICATOR / STANDARD	10.W.2.	Organization and Composition

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.
PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.

INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies
INDICATOR	E.	Provide appropriate citation of all content from external sources.

Lesson 18: Unit 7 Inventive Writing, p. 159-166

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

**STRAND /
TOPIC**

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

**STRAND /
TOPIC**

Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR B. Craft and apply a variety of sentence structures to infuse sentence variety in writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR A. Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS
INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS
INDICATOR ii. Setting guidelines for group presentations and discussions.

PROGRESS
INDICATOR iii. Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS
INDICATOR vi. Summarizing points of agreement and disagreement.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.

INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iv. Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies
INDICATOR	E.	Provide appropriate citation of all content from external sources.

Lesson 19: Unit 8 Formal Essay Models, p. 167-174

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

**STRAND /
TOPIC**

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

**STRAND /
TOPIC**

Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.
PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.

INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iv. Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies
INDICATOR	E.	Provide appropriate citation of all content from external sources.

Lesson 20: Unit 8 Formal Essay Models, p. 175-182

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

**STRAND /
TOPIC**

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.1.	Key Ideas and Plot Details
INDICATOR	C.	Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.2.	Craft and Style
INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
STRAND / TOPIC	Writing	

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.2.	Organization and Composition

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar
INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics
INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	B.	Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules for citing sources.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

**STRAND /
TOPIC****Research**

STANDARD / STRAND	9.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.
INDICATOR / STANDARD	9.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.
INDICATOR	E.	Create research products aligned with the demands of the reading and writing standards.
INDICATOR	F.	Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).

Virginia Standards of Learning**Language Arts****Grade 10 - Adopted: 2024****STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	10.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.
INDICATOR / STANDARD	10.RL.1.	Key Ideas and Plot Details
INDICATOR	C.	Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR	B.	Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

STRAND / TOPIC **Research**

STANDARD / STRAND	10.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	10.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.
INDICATOR	E.	Create research products aligned with the demands of the reading and writing standards.
INDICATOR	F.	Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or American Psychological Association (APA).

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details
INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.

STRAND / TOPIC **Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC **Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.

PROGRESS INDICATOR	ii.	Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion.

PROGRESS INDICATOR	iii.	Examine and evaluate processes and/or problems to propose solutions.

STRAND / TOPIC **Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.

PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.

PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.

PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR B. Use complex sentence structure to infuse sentence variety in writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR B. Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iv. Summarizing points of agreement and disagreement.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

**STRAND /
TOPIC** **Research**

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.

INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources.
INDICATOR	E.	Create research products aligned with the demands of the reading and writing standards.
INDICATOR	F.	Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation such as the Modern Language Association (MLA) or American Psychological Association (APA).

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.1.	Key Ideas and Plot Details
INDICATOR	C.	Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	A.	Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies
INDICATOR	E.	Provide appropriate citation of all content from external sources.
STRAND / TOPIC	Research	
STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources.
INDICATOR	E.	Create research products aligned with the demands of the reading and writing standards.
INDICATOR	F.	Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
Lesson 21: Unit 8 Formal Essay Models, p. 183-192		

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.

INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.

INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.

INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Using background knowledge to expand ideas and add depth, utilizing reference materials when necessary.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar
INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics
INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR	B.	Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) to apply rules for citing sources.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).
STRAND / TOPIC	Research	
STANDARD / STRAND	9.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.
INDICATOR / STANDARD	9.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.
INDICATOR	F.	Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
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Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

STRAND / TOPIC Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.

INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR	B.	Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

STRAND / TOPIC

Research

STANDARD / STRAND	10.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	10.R.1.	Evaluation and Synthesis of Information

INDICATOR	B.	Gather and organize information from various sources, including internet resources, electronic databases, and other technology.
INDICATOR	F.	Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or American Psychological Association (APA).

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Language Arts

Grade **11** - Adopted: **2024**

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

**INDICATOR /
STANDARD**

C.

When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR

A.

Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR

G.

Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

**PROGRESS
INDICATOR**

i.

Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

**PROGRESS
INDICATOR**

ii.

Adopt an organizational structure that clarifies relationships among ideas and concepts.

**PROGRESS
INDICATOR**

iii.

Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

**PROGRESS
INDICATOR**

iv.

Provide a concluding section that follows from the information or explanation presented.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
PROGRESS INDICATOR	ii.	Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	B.	Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
STRAND / TOPIC		Research
STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources.
INDICATOR	F.	Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation such as the Modern Language Association (MLA) or American Psychological Association (APA).

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.

PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.

PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	A.	Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.

INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR E. Provide appropriate citation of all content from external sources.

STRAND / TOPIC **Research**

STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information

INDICATOR B. Gather and organize information from various sources.

INDICATOR F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).

Lesson 22: Unit 8 Formal Essay Models, p. 193-200

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis

INDICATOR A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR G. Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC **Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC **Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

STRAND / TOPIC Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
STRAND / TOPIC	Writing	
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.

PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.

PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.

PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS
INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS
INDICATOR iv. Summarizing points of agreement and disagreement.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS
INDICATOR iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

**STRAND /
TOPIC** **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR /
STANDARD C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

**STRAND /
TOPIC** **Reading and Vocabulary**

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies
INDICATOR	E.	Provide appropriate citation of all content from external sources.

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Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

**STRAND /
TOPIC**

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

**STRAND /
TOPIC**

Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.

PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.

INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iv. Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies
INDICATOR	E.	Provide appropriate citation of all content from external sources.

Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

**STRAND /
TOPIC**

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
INDICATOR	B.	Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.
INDICATOR	C.	Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.3.	Integration of Concepts
INDICATOR	B.	Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.

INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar
INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics
INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning**Language Arts****Grade 10 - Adopted: 2024****STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	10.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.
INDICATOR / STANDARD	10.RL.1.	Key Ideas and Plot Details

INDICATOR	C.	Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.
PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	11.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on American literature.
INDICATOR / STANDARD	11.RL.3.	Integration of Concepts
INDICATOR	B.	Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC** **Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.1.	Key Ideas and Plot Details

INDICATOR	C.	Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.3.	Integration of Concepts

INDICATOR	A.	Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR	E.	Provide appropriate citation of all content from external sources.

Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.1.	Key Ideas and Plot Details

INDICATOR	A.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.

INDICATOR	B.	Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.

INDICATOR	C.	Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.3.	Integration of Concepts

INDICATOR	B.	Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.

STRAND / TOPIC **Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC **Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR B. Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR C. Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR A. Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR B. Craft and apply a variety of sentence structures to infuse sentence variety in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	10.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.
INDICATOR / STANDARD	10.RL.1.	Key Ideas and Plot Details

INDICATOR	C.	Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
STRAND / TOPIC		Writing
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.
PROGRESS INDICATOR	iv.	Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
STRAND / TOPIC		Writing
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	10.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC	Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC	Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC	Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	11.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on American literature.
INDICATOR / STANDARD	11.RL.3.	Integration of Concepts
INDICATOR	B.	Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR B. Use complex sentence structure to infuse sentence variety in writing.

STRAND / TOPIC Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iv. Summarizing points of agreement and disagreement.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.1.	Key Ideas and Plot Details
INDICATOR	C.	Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.3.	Integration of Concepts

INDICATOR	A.	Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR	E.	Provide appropriate citation of all content from external sources.

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Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.

INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC Reading Literary Text

STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.1.	Key Ideas and Plot Details

INDICATOR	A.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.

INDICATOR	B.	Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.

INDICATOR	C.	Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.3.	Integration of Concepts

INDICATOR	B.	Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	10.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.
INDICATOR / STANDARD	10.RL.1.	Key Ideas and Plot Details
INDICATOR	C.	Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.
STRAND / TOPIC	Writing	

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC**

Reading Literary Text

STANDARD / STRAND	11.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on American literature.
INDICATOR / STANDARD	11.RL.3.	Integration of Concepts

INDICATOR	B.	Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.

INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR B. Use complex sentence structure to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iv. Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC Reading Literary Text

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.1.	Key Ideas and Plot Details

INDICATOR C. Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.3.	Integration of Concepts

INDICATOR A. Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR ii. Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.
STRAND / TOPIC Communications and Multimodal Literacies		
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies
INDICATOR	E.	Provide appropriate citation of all content from external sources.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina		
STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC Reading and Vocabulary		
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.

INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.
INDICATOR	B.	Examine and analyze the characteristics that distinguish literary forms (e.g., fiction, nonfiction, poetry, prose, novel, drama, essay, speech) and analyze how the differing structure of each literary form contributes to its meaning and style.
INDICATOR	C.	Differentiate between character types in literary texts (e.g., dynamic/round character, static/flat character, and stereotype) and their impact on the theme.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	9.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include narratives, literary nonfiction, poetry, and drama.
INDICATOR / STANDARD	9.RL.3.	Integration of Concepts
INDICATOR	B.	Explain the relationships between and among particular literary elements of a story or play, including how the setting shapes the plot and characters.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	10.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.
INDICATOR / STANDARD	10.RL.1.	Key Ideas and Plot Details
INDICATOR	C.	Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
STRAND / TOPIC	Writing	
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	11.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on American literature.
INDICATOR / STANDARD	11.RL.3.	Integration of Concepts

INDICATOR	B.	Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC**

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

**STRAND /
TOPIC**

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC**

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.

INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.1.	Key Ideas and Plot Details
INDICATOR	C.	Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.3.	Integration of Concepts
INDICATOR	A.	Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures.
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR B. Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS
INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS
INDICATOR iii. Summarizing points of agreement and disagreement.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR E. Provide appropriate citation of all content from external sources.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

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Language Arts

Grade 9 - Adopted: 2024

**STRAND /
TOPIC** **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR /
STANDARD B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.2.	Craft and Style
INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.2.	Organization and Composition

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	ii.	Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.

PROGRESS INDICATOR	iii.	Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC Language Usage		
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar
INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.
STRAND / TOPIC Language Usage		
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics
INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC Communications and Multimodal Literacies		
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

STRAND / TOPIC **Research**

STANDARD / STRAND	9.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.
INDICATOR / STANDARD	9.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Synthesize multiple streams of information to support claims and introduce counterclaims.

Virginia Standards of Learning

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write arguments that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgements.

PROGRESS INDICATOR	ii.	Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s).

PROGRESS INDICATOR	iv.	Provide conclusions that follow from and support the argument presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.

INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.
PROGRESS INDICATOR	v.	Using transitions effectively to connect ideas within and across paragraphs.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly through intentional word choice and varied sentence structure.
STRAND / TOPIC		Writing
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).
STRAND / TOPIC	Research	
STANDARD / STRAND	10.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.

INDICATOR / STANDARD	10.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details

INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.

PROGRESS INDICATOR	iv.	Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas

INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.

Virginia Standards of Learning**Language Arts****Grade 12 - Adopted: 2024****STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.

PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR	E.	Provide appropriate citation of all content from external sources.

STRAND / TOPIC		Research
STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.

Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

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Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina
STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC		Reading and Vocabulary
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.

INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that clearly communicates the writer's position or assertion.
PROGRESS INDICATOR	ii.	Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.

INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar
INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics
INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

STRAND / TOPIC **Research**

STANDARD / STRAND	9.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.
INDICATOR / STANDARD	9.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Synthesize multiple streams of information to support claims and introduce counterclaims.

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Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

STRAND / TOPIC **Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write arguments that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgements.
PROGRESS INDICATOR	ii.	Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s).
PROGRESS INDICATOR	iv.	Provide conclusions that follow from and support the argument presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	i.	Composing a thesis statement that clearly communicates the writer's position or assertion.
PROGRESS INDICATOR	ii.	Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.
PROGRESS INDICATOR	v.	Using transitions effectively to connect ideas within and across paragraphs.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly through intentional word choice and varied sentence structure.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

STRAND / TOPIC

Research

STANDARD / STRAND	10.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	10.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.

PROGRESS INDICATOR	iv.	Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	i.	Composing a thesis statement that clearly communicates the writer's position or assertion.

PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.

PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.

PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.

PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
STRAND / TOPIC	Research	

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.

INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.

INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
STRAND / TOPIC		Writing
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC		Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR A. Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR B. Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iii. Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR E. Provide appropriate citation of all content from external sources.

STRAND / TOPIC

Research

STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information

INDICATOR D. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.

STRAND / TOPIC Reading Informational Text

STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Analyze the development of main ideas over the course of texts, including how they emerge, are shaped, and are refined by specific details to help reveal the author's intended purpose for writing.
STRAND / TOPIC		Reading Informational Text
STANDARD / STRAND	9.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	9.RI.2.	Craft and Style
INDICATOR	A.	Compare characteristics of expository, technical, and persuasive texts, including their differences in purpose, format, and text structure.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.

INDICATOR / STANDARD	9.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that clearly communicates the writer's position or assertion.
PROGRESS INDICATOR	ii.	Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
PROGRESS INDICATOR	v.	Identifying and addressing counterarguments and providing a rebuttal where appropriate.

STRAND / TOPIC

Writing

STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar

INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

**STRAND /
TOPIC****Research**

STANDARD / STRAND	9.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.
INDICATOR / STANDARD	9.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Synthesize multiple streams of information to support claims and introduce counterclaims.

Virginia Standards of Learning**Language Arts**

Grade 10 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write arguments that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgements.
PROGRESS INDICATOR	ii.	Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s).
PROGRESS INDICATOR	iii.	Address and refute counterclaims.
PROGRESS INDICATOR	iv.	Provide conclusions that follow from and support the argument presented.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that clearly communicates the writer's position or assertion.
PROGRESS INDICATOR	ii.	Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.

PROGRESS INDICATOR	v.	Using transitions effectively to connect ideas within and across paragraphs.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly through intentional word choice and varied sentence structure.
STRAND / TOPIC		Writing
STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.
PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.
PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).

STRAND / TOPIC

Research

STANDARD / STRAND	10.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	10.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details

INDICATOR	B.	Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	B.	Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
PROGRESS INDICATOR	iv.	Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition

INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that clearly communicates the writer's position or assertion.
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
STRAND / TOPIC	Research	
STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

STRAND / TOPIC

Writing

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.

PROGRESS INDICATOR	iii.	Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.

PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.

STRAND / TOPIC **Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

STRAND / TOPIC **Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

STRAND / TOPIC		Language Usage
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR	E.	Provide appropriate citation of all content from external sources.

STRAND / TOPIC		Research
STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

Virginia Standards of Learning

Language Arts

Grade 9 - Adopted: 2024

STRAND / TOPIC		Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	9.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	9.RV.	The student will systematically build vocabulary and word knowledge based on grade nine content and texts.
INDICATOR / STANDARD	9.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
STRAND / TOPIC	Writing	
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

INDICATOR	C.	Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that clearly communicates the writer's position or assertion.
PROGRESS INDICATOR	ii.	Establishing, supporting, and maintaining a central idea with evidence throughout a piece of writing, organizing ideas in a logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Using transitions, precise vocabulary, and sentence variety to create a cohesive structure that shows the relationship between arguments, evidence, and ideas.
PROGRESS INDICATOR	v.	Identifying and addressing counterarguments and providing a rebuttal where appropriate.
STRAND / TOPIC		Writing
STANDARD / STRAND	9.W.	The student will write in various forms for diverse audiences and purposes linked to grade nine content and texts with an emphasis on expository and persuasive writing.
INDICATOR / STANDARD	9.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.1.	Grammar
INDICATOR	B.	Craft and apply a variety of sentence structures to infuse sentence variety in writing.
STRAND / TOPIC		Language Usage

STANDARD / STRAND	9.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	9.LU.2.	Mechanics

INDICATOR	A.	Use commas and semicolons to distinguish and divide main and subordinate clauses to link two or more closely related independent clauses when writing.

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade nine topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	9.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	9.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Using listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., using body language to indicate attentiveness, and giving appropriate feedback).

STRAND / TOPIC

Research

STANDARD / STRAND	9.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts and areas prompted by student interest.
INDICATOR / STANDARD	9.R.1.	Evaluation and Synthesis of Information

INDICATOR	D.	Synthesize multiple streams of information to support claims and introduce counterclaims.

Language Arts

Grade 10 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	10.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	10.RV.	The student will systematically build vocabulary and word knowledge based on grade ten content and text.
INDICATOR / STANDARD	10.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write arguments that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgements.
PROGRESS INDICATOR	ii.	Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s).
PROGRESS INDICATOR	iii.	Address and refute counterclaims.
PROGRESS INDICATOR	iv.	Provide conclusions that follow from and support the argument presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.
INDICATOR	D.	Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	i.	Composing a thesis statement that clearly communicates the writer's position or assertion.
PROGRESS INDICATOR	ii.	Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Defending a position using sufficient reasons with evidence from credible sources as support.
PROGRESS INDICATOR	v.	Using transitions effectively to connect ideas within and across paragraphs.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly through intentional word choice and varied sentence structure.

STRAND / TOPIC

Writing

STANDARD / STRAND	10.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.
INDICATOR / STANDARD	10.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and adequate elaboration.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.1.	Grammar

INDICATOR	B.	Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	10.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	10.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	ii.	Setting guidelines for group presentations and discussions.

PROGRESS INDICATOR	iii.	Incorporating all group members in the development of new understandings, making decisions, and solving problems.

PROGRESS INDICATOR	v.	Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.

PROGRESS INDICATOR	vi.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	10.C.	The student will develop effective oral communication and collaboration skills to build community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	10.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	ii.	Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).
STRAND / TOPIC	Research	
STANDARD / STRAND	10.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	10.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	11.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

STRAND / TOPIC **Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC **Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.

PROGRESS INDICATOR	iv.	Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.

STRAND / TOPIC **Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

INDICATOR	D.	Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g. summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that clearly communicates the writer's position or assertion.
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	11.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.1.	Grammar
INDICATOR	B.	Use complex sentence structure to infuse sentence variety in writing.

**STRAND /
TOPIC** **Language Usage**

STANDARD / STRAND	11.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS
INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS
INDICATOR iv. Summarizing points of agreement and disagreement.

**STRAND /
TOPIC** **Communications and Multimodal Literacies**

STANDARD / STRAND	11.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS
INDICATOR iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

**STRAND /
TOPIC** **Research**

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information

INDICATOR D. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.

Virginia Standards of Learning

Language Arts

Grade 12 - Adopted: 2024

**STRAND /
TOPIC** **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
STRAND / TOPIC	Writing	
STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar
INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.
STRAND / TOPIC	Language Usage	
STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR B. Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iii. Summarizing points of agreement and disagreement

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR E. Provide appropriate citation of all content from external sources.

STRAND / TOPIC **Research**

STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information

INDICATOR D. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.