

English Standards of Learning Crosswalk Between the 2010 and 2002 Standards

**Virginia Department of Education
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Questions concerning the crosswalk should be addressed to:

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English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

2010 Grade 1 English Standards of Learning Crosswalk	
2010 STANDARDS	CHANGES/ 2002 Standards
Strand: Oral Language	
1.1 The student will continue to demonstrate growth in the use of oral language.	
a) Listen and respond to a variety of electronic media and other age-appropriate materials.	Removed “books, audiotapes, videos.” Added “electronic”
b) Tell and retell stories and events in logical order.	
c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.	
d) Participate in creative dramatics.	New content.

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2010 STANDARDS	CHANGES/ 2002 Standards
e) Express ideas orally in complete sentences.	1.1d
1.2 The student will expand understanding and use of word meanings.	Removed “continue to...and use listening and speaking vocabularies.” Added “understanding and use of word meanings.”
a) Increase listening and speaking vocabularies.	Changed “oral descriptive vocabulary” to “listening and speaking vocabularies.”
b) Begin to ask for clarification and explanation of words and ideas.	
c) Use common singular and plural nouns.	1.2e
d) Use vocabulary from other content areas.	New content.

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2010 STANDARDS	CHANGES/ 2002 Standards
1.3 The student will adapt or change oral language to fit the situation.	
a) Initiate conversation with peers and adults.	
b) Follow rules for conversation using appropriate voice level in small-group settings.	Added “using appropriate voice level in small-group settings” from 1.3c.
c) Ask and respond to questions.	1.3d Removed “in small group settings.”
d) Follow simple two-step oral directions.	1.2c
e) Give simple two-step oral directions.	1.2d

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2010 STANDARDS	CHANGES/ 2002 Standards
1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.	Removed “phonemes (small units of sound) in syllables and multisyllabic words.” Added “produce” and “various units of speech sounds within words.”
a) Create rhyming words.	1.4c Removed “orally.”
b) Count phonemes (sounds) in one-syllable words.	1.4a Removed “a maximum of three syllables.” Added “one-syllable.”
c) Blend sounds to make one-syllable words.	1.4d Removed “word parts and words with one to three syllables.” Added “one-syllable words.”
d) Segment one-syllable words into individual speech sounds (phonemes).	New content.
e) Add or delete phonemes (sounds) to make new words.	1.4b Removed “orally...change...syllables or.”

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Strand: Reading	
1.5 The student will apply knowledge of how print is organized and read.	
a) Read from left to right and from top to bottom.	
b) Match spoken words with print.	
c) Identify letters, words, sentences, and ending punctuation.	Added “and ending punctuation.”
d) Read his/her own writing.	New content.

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1.6 The student will apply phonetic principles to read and spell.	
a) Use beginning and ending consonants to decode and spell single-syllable words.	
b) Use two-letter consonant blends to decode and spell single-syllable words.	
c) Use beginning consonant digraphs to decode and spell single-syllable words.	
d) Use short vowel sounds to decode and spell single-syllable words.	
e) Blend beginning, middle, and ending sounds to recognize and read words.	

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f) Use word patterns to decode unfamiliar words.	
g) Read and spell simple two-syllable compound words.	Removed “Use.” Added “Read and spell simple two-syllable.”
h) Read and spell commonly used sight words.	Removed “high frequency... including <i>the, said, and come.</i> ”
1.7 The student will use semantic clues and syntax to expand vocabulary when reading.	Removed “meaning...language structure.” Added semantic...syntax.”
a) Use words, phrases, and sentences.	New content.
b) Use titles and pictures.	1.7a

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c) Use information in the story to read words.	1.7b
d) Use knowledge of sentence structure.	1.7c
e) Use knowledge of story structure.	New content.
f) Reread and self-correct.	1.7d
1.8 The student will expand vocabulary.	New content.
a) Discuss meanings of words in context.	New content.

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b) Develop vocabulary by listening to and reading a variety of texts.	New content.
c) Ask for the meaning of unknown words and make connections to familiar words.	New content.
d) Use text clues such as words or pictures to discern meanings of unknown words.	New content.
e) Use vocabulary from other content areas.	New content.
1.9 The student will read and demonstrate comprehension of a variety of fictional texts.	Removed “and nonfiction.” Added “texts.”
a) Preview the selection.	

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b) Set a purpose for reading.	
c) Relate previous experiences to what is read.	
d) Make and confirm predictions.	Removed “about content.” Added “and confirm.”
e) Ask and answer who, what, when, where, why, and how questions about what is read.	
f) Identify characters, setting, and important events.	
g) Retell stories and events, using beginning, middle, and end.	

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h) Identify the main idea or theme.	Removed “topic or.” Added “or theme.”
i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	New content.
1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.	New content.
a) Preview the selection.	New content.
b) Use prior and background knowledge as context for new learning.	New content.
c) Set a purpose for reading.	New content.

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d) Identify text features such as pictures, headings, charts, and captions.	New content.
e) Make and confirm predictions.	New content.
f) Ask and answer who, what, where, when, why, and how questions about what is read.	New content.
g) Identify the main idea.	New content.
h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	New content.

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1.11 The student will use simple reference materials.	1.10
a) Use knowledge of alphabetical order by first letter.	1.10a
b) Use a picture dictionary to find meanings of unfamiliar words.	1.10b
Strand: Writing	
1.12 The student will print legibly.	1.11
a) Form letters accurately.	1.11a Added “accurately.”

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b) Space words within sentences.	1.11b Removed “and.” Added “within.”
c) Use the alphabetic code to write unknown words phonetically.	New content.
1.13 The student will write to communicate ideas for a variety of purposes.	1.12 Added “for a variety of purposes.”
a) Generate ideas.	1.12a
b) Focus on one topic.	1.12b
c) Revise by adding descriptive words when writing about people, places, things, and events.	1.12c Removed “Use.” Added “Revise by adding.”

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d) Use complete sentences in final copies.	1.12d
e) Begin each sentence with a capital letter and use ending punctuation in final copies.	1.12e
f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.	1.12f Removed “high frequency.” Added “commonly used.”
g) Share writing with others.	1.12g
1.14 The student will use available technology for reading and writing.	1.12h Added “for reading and writing.”