

# English Standards of Learning Crosswalk Between the 2010 and 2002 Standards

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**Virginia Department of Education**  
**March 2011**

Questions concerning the crosswalk should be addressed to:

Tracy Fair Robertson, English Coordinator, at [Tracy.Robertson@doe.virginia.gov](mailto:Tracy.Robertson@doe.virginia.gov) or (804) 371-7585

Thomas Santangelo, Elementary English Specialist, at [Thomas.Santangelo@doe.virginia.gov](mailto:Thomas.Santangelo@doe.virginia.gov) or (804) 225-3203

*English Standards of Learning*  
**Crosswalk between the 2010 and 2002 Standards**

<b>2010 Grade 3 English Standards of Learning Crosswalk</b>	
<b>2010 STANDARDS</b>	<b>CHANGES/ 2002 Standards</b>
<b>Strand: Oral Language</b>	
3.1 The student will use effective communication skills in group activities.	
a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.	
b) Ask and respond to questions from teachers and other group members.	
c) Explain what has been learned.	
d) Use language appropriate for context.	New content.

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2010 Grade 3 English Standards of Learning Crosswalk	
2010 STANDARDS	CHANGES/ 2002 Standards
e) Increase listening and speaking vocabularies.	New content.
3.2 The student will present brief oral reports using visual media.	Added “using visual media.”
a) Speak clearly.	
b) Use appropriate volume and pitch.	
c) Speak at an understandable rate.	
d) Organize ideas sequentially or around major points of information.	

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<b>2010 STANDARDS</b>	<b>CHANGES/ 2002 Standards</b>
e) Use contextually appropriate language and specific vocabulary to communicate ideas.	Removed “grammatically correct.” Added “contextually appropriate.”
<b>Strand: Reading</b>	
3.3 The student will apply word-analysis skills when reading.	
a) Use knowledge of regular and irregular vowel patterns.	Added “regular and irregular.”
b) Decode regular multisyllabic words.	3.3c
3.4 The student will expand vocabulary when reading.	New content.

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a) Use knowledge of homophones.	3.3b
b) Use knowledge of roots, affixes, synonyms, and antonyms.	New content.
c) Apply meaning clues, language structure, and phonetic strategies.	
d) Use context to clarify meaning of unfamiliar words.	
e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	New content.
f) Use vocabulary from other content areas.	New content.

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g) Use word reference resources including the glossary, dictionary, and thesaurus.	3.7a
3.5 The student will read and demonstrate comprehension of fictional text and poetry.	Added “text and poetry.”
a) Set a purpose for reading.	
b) Make connections between previous experiences and reading selections.	
c) Make, confirm, or revise predictions.	
d) Compare and contrast settings, characters, and events.	

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e) Identify the author’s purpose.	
f) Ask and answer questions about what is read.	Added “about what is read.”
g) Draw conclusions about text.	Removed “character and plot.” Added “text.”
h) Identify the problem and solution.	New content.
i) Identify the main idea.	New content.
j) Identify supporting details.	New content.

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k) Use reading strategies to monitor comprehension throughout the reading process.	New content.
l) Differentiate between fiction and nonfiction.	New content.
m) Read with fluency and accuracy.	New content.
3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.	
a) Identify the author’s purpose.	
b) Use prior and background knowledge as context for new learning.	New content.



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c) Preview and use text features.	3.4a
d) Ask and answer questions about what is read.	3.6c
e) Draw conclusions based on text.	3.6d Added “based on text.”
f) Summarize major points found in nonfiction texts.	
g) Identify the main idea.	New content.
h) Identify supporting details.	New content.

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i) Compare and contrast the characteristics of biographies and autobiographies.	3.6g Removed “Identify the.” Added “Compare and contrast.”
j) Use reading strategies to monitor comprehension throughout the reading process.	New content.
k) Identify new information gained from reading.	New content.
l) Read with fluency and accuracy.	3.4e
3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.	Added “and electronic.”
a) Use encyclopedias and other reference books, including online reference materials.	“Dictionary, glossary, thesaurus” moved to 3.4g.

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b) Use table of contents, indices, and charts.	New content.
<b>Strand: Writing</b>	
3.8 The student will write legibly in cursive.	
3.9 The student will write for a variety of purposes.	3.10 Removed “including stories, letters, simple explanations, and short reports across all content areas.” Added “for a variety of purposes.”
a) Identify the intended audience.	3.10c
b) Use a variety of prewriting strategies.	3.10a

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c) Write a clear topic sentence focusing on the main idea.	New content.
d) Write a paragraph on the same topic.	New content.
e) Use strategies for organization of information and elaboration according to the type of writing.	3.10b Added “elaboration.”
f) Include details that elaborate the main idea.	3.9d Removed “descriptive and central.” Added “main.”
g) Revise writing for clarity of content using specific vocabulary and information.	3.9e, 3.10d

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3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.	3.11
a) Use complete sentences.	3.11a Removed “varied.”
b) Use transition words to vary sentence structure.	New content.
c) Use the word <i>I</i> in compound subjects.	3.11b
d) Use past and present verb tense.	3.11c
e) Use singular possessives.	3.11d

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f) Use commas in a simple series.	3.11e
g) Use simple abbreviations.	3.11f
h) Use apostrophes in contractions with pronouns and in possessives.	3.11g Added “and in possessives.”
i) Use the articles <i>a</i> , <i>an</i> , and <i>the</i> correctly.	4.8g
j) Use correct spelling for frequently used sight words, including irregular plurals.	3.11h
3.11 The student will write a short report.	New content.

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a) Construct questions about the topic.	New content.
b) Identify appropriate resources.	New content.
c) Collect and organize information about the topic into a short report.	New content.
d) Understand the difference between plagiarism and using own words.	New content.
3.12      The student will use available technology for reading and writing.	New content.