

English Standards of Learning Crosswalk Between the 2010 and 2002 Standards

Virginia Department of Education
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English Standards of Learning
Crosswalk between the 2010 and 2002 Standards

2010 Grade 6 English Standards of Learning Crosswalk	
2010 STANDARDS	CHANGES/ 2002 Standards
Strand: Communication: Speaking, Listening, Media Literacy changed from Oral Language	
6.1 The student will participate in and contribute to small-group activities.	Removed “analyze.” Added “participate in” and “contribute to.”
a) Communicate as leader and contributor.	
b) Evaluate own contributions to discussions.	
c) Summarize and evaluate group activities.	
d) Analyze the effectiveness of participant interactions.	

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2010 Grade 6 English Standards of Learning Crosswalk	
2010 STANDARDS	CHANGES/ 2002 Standards
6.2 The student will present, listen critically, and express opinions in oral presentations.	Added “present.”
a) Distinguish between fact and opinion.	
b) Compare and contrast viewpoints.	
c) Present a convincing argument.	
d) Paraphrase and summarize what is heard.	6.2e. Added “and summarize.”
e) Use language and vocabulary appropriate to audience, topic, and purpose.	6.2f

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2010 STANDARDS	CHANGES/ 2002 Standards
6.3 The student will understand the elements of media literacy.	New content. Strand includes media literacy.
a) Compare and contrast auditory, visual, and written media messages.	New content.
b) Identify the characteristics and effectiveness of a variety of media messages.	New content.
c) Craft and publish audience-specific media messages.	New content.

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Strand: Reading	
6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.	Vocabulary Standard 6.3 Added “within authentic texts.”
a) Identify word origins and derivations.	6.3a Removed “and inflections.”
b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.	New content.
c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	6. 3c
d) Identify and analyze figurative language.	6.3b Removed “analogies.” Added “and analyze.”

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e) Use word-reference materials.	
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.	New content.
6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.	Fiction Standard 6.4
a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	6.4a
b) Make, confirm, and revise predictions.	New content.
c) Describe how word choice and imagery contribute to the meaning of a text.	6.4d

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d) Describe cause and effect relationships and their impact on plot.	6.4e
e) Use prior and background knowledge as context for new learning.	New content.
f) Use information in the text to draw conclusions and make inferences.	6.4e Removed “stated explicitly.”
g) Explain how character and plot development are used in a selection to support a central conflict or story line.	6.4f
h) Identify the main idea.	New content.
i) Identify and summarize supporting details.	6.4g. Additional new content.

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j) Identify and analyze the author’s use of figurative language.	New content.
k) Identify transitional words and phrases that signal an author’s organizational pattern.	New content.
l) Use reading strategies to monitor comprehension throughout the reading process.	New content.
6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.	Nonfiction Standard 6.5 Removed “informational selections.” Added “nonfiction texts.”
a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.	New content.
b) Use prior knowledge and build additional background knowledge as context for new learning.	New content.

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c) Identify questions to be answered.	6.5a
d) Make, confirm, or revise predictions.	6.5b
e) Draw conclusions and make inferences based on explicit and implied information.	6.5d
f) Differentiate between fact and opinion.	New content.
g) Identify main idea.	New content.
h) Summarize supporting details.	New content.

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i) Compare and contrast information about one topic, which may be contained in different selections.	6.5f Added “which may be.”
j) Identify the author’s organizational pattern.	New content.
k) Identify cause and effect relationships.	New content.
l) Use reading strategies to monitor comprehension throughout the reading process.	New content.

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Strand: Writing	
6.7 The student will write narration, description, exposition, and persuasion.	6.6
a) Identify audience and purpose.	New content.
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.	6.6a. Added “including graphic organizers.”
c) Organize writing structure to fit mode or topic.	New content.
d) Establish a central idea and organization.	6.6b Removed “elaboration and unity.”

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e) Compose a topic sentence or thesis statement if appropriate.	New content.
f) Write multiparagraph compositions with elaboration and unity.	New content.
g) Select vocabulary and information to enhance the central idea, tone, and voice.	6.6c
h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	6.6d
i) Revise sentences for clarity of content including specific vocabulary and information.	6.6e Added “of content including specific vocabulary and information.”
j) Use computer technology to plan, draft, revise, edit, and publish writing.	New content.

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2010 STANDARDS	CHANGES/ 2002 Standards
6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	6.7
a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	6.7a
b) Use subject-verb agreement with intervening phrases and clauses.	6.7b
c) Use pronoun-antecedent agreement to include indefinite pronouns.	6.7c
d) Maintain consistent verb tense across paragraphs.	6.7d Removed “tense inflection.” Added “verb tense.”
e) Eliminate double negatives.	New content.

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f) Use quotation marks with dialogue.	New content.
g) Choose adverbs to describe verbs, adjectives, and other adverbs.	6.7e
h) Use correct spelling for frequently used words.	6.7f
New Strand: Research	
6.9 The student will find, evaluate, and select appropriate resources for a research product.	6.5g Added “research product.”
a) Collect information from multiple sources including online, print, and media.	New content.

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b) Evaluate the validity and authenticity of texts.	New content.
c) Use technology as a tool to research, organize, evaluate, and communicate information.	New content.
d) Cite primary and secondary sources.	New content.
e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	New content.