

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
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2010 Grade K English Standards of Learning Crosswalk	
2010 STANDARDS	CHANGES/ 2002 Standards
Strand: Oral Language	
K.1 The student will demonstrate growth in the use of oral language.	
a) Listen to a variety of literary forms, including stories and poems.	
b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.	Added “a variety of oral language activities including...echo speaking...recitation...word order...”
c) Participate in oral generation of language experience narratives.	New content.
d) Participate in creative dramatics.	K.1c

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2010 STANDARDS	CHANGES/ 2002 Standards
e) Use complete sentences that include subject, verb, and object.	New content.
K.2 The student will expand understanding and use of word meanings.	Removed “use listening and speaking vocabularies.” Added “expand understanding and use of word meanings.”
a) Increase listening and speaking vocabularies.	New content.
b) Use number words.	K.2a
c) Use words to describe/name people, places, and things.	K.2b
d) Use words to describe/name location, size, color, and shape.	K.2c

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e) Use words to describe/name actions.	K.2d
f) Ask about words not understood.	K.2e
g) Use vocabulary from other content areas.	New content.
K.3 The student will build oral communication skills.	
a) Express ideas in complete sentences and express needs through direct requests.	K.3b Added “through direct requests.”
b) Begin to initiate conversations.	K.3e

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c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.	K.3a
d) Listen and speak in informal conversations with peers and adults.	New content.
e) Participate in group and partner discussions about various texts and topics.	K.3f
f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.	K.3d
g) Follow one- and two-step directions.	K.2f
h) Begin to ask how and why questions.	K.2g

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K.4 The student will identify, say, segment, and blend various units of speech sounds.	Removed “hear.” Added “identify.” Removed “and manipulate phonemes (small units of sound) of spoken language.” Added “segment, and blend various units of speech sounds.”
a) Begin to discriminate between spoken sentences, words, and syllables.	K.1d
b) Identify and produce words that rhyme.	K.1e, K.1f
c) Blend and segment multisyllabic words at the syllable level.	New content.
d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).	Removed “Divide” and “phonemes.”
e) Identify words according to shared beginning and/or ending sounds.	K. 4b Removed “orally.” Added “and.”

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Strand: Reading	
K.5 The student will understand how print is organized and read.	
a) Hold print materials in the correct position.	
b) Identify the front cover, back cover, and title page of a book.	
c) Distinguish between print and pictures.	New content.
d) Follow words from left to right and from top to bottom on a printed page.	K.5c

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e) Match voice with print (concept of word).	K.5d Removed “syllable, words, and phrases.”
K.6 The student will demonstrate an understanding that print conveys meaning.	Removed “makes sense.” Added “conveys meaning.”
a) Identify common signs and logos.	K.6b
b) Explain that printed materials provide information.	K.6a
c) Read and explain own writing and drawings.	K.6d
d) Read his/her name and read fifteen meaningful, concrete words.	K.6c Reworded to “Read his/her name and read fifteen meaningful, concrete words.”

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K.7 The student will develop an understanding of basic phonetic principles.	
a) Identify and name the uppercase and lowercase letters of the alphabet.	
b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	Added “and initial consonant digraph.”
c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.	New content.
d) Identify beginning consonant sounds in single-syllable words.	K.7c
K.8 The student will expand vocabulary.	New content.

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a) Discuss meanings of words.	New content.
b) Develop vocabulary by listening to a variety of texts read aloud.	New content.
K.9 The student will demonstrate comprehension of fictional texts.	K. 8 Removed “and non-fiction.”
a) Identify what an author does and what an illustrator does.	K.8e
b) Relate previous experiences to what is read.	New content.
c) Use pictures to make predictions.	K.8a

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d) Begin to ask and answer questions about what is read.	New content.
e) Use story language in discussions and retellings.	K.8d
f) Retell familiar stories, using beginning, middle, and end.	K.8b
g) Discuss characters, setting, and events.	K.8c
K.10 The student will demonstrate comprehension of nonfiction texts.	New content.
a) Use pictures to identify topic and make predictions.	New content.

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b) Identify text features specific to the topic, such as titles, headings, and pictures.	New content.
Strand: Writing	
K.11 The student will print in manuscript.	K.9
a) Print uppercase and lowercase letters of the alphabet independently.	K.9
b) Print his/her first and last names.	K.10
K.12 The student will write to communicate ideas for a variety of purposes.	K.11 Added “for a variety of purposes.”

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a) Differentiate pictures from writing.	New content.
b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.	K.11a Removed “stories, people, objects, or events.”
c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.	New content.
d) Write left to right and top to bottom.	K.11b
K.13 The student will use available technology for reading and writing.	K.12