

Inspiration Standards Match: Virginia

Standards of Learning: English Language Arts – Middle School



Meeting curriculum standards is a major focus in education today. This document highlights the correlation of Inspiration® with the English Language Arts Standards of Learning for Virginia Public Schools – Middle School.

The Inspiration Standards Match is designed to demonstrate the many ways Inspiration supports the standards and to give educators ideas for using this tool to meet learning goals across the curriculum.

How to read the Inspiration Standards Match:

- Pink highlight indicates a standard or objective that is supported by the use of Inspiration
- Green note annotation includes names of an Inspiration template that corresponds to the highlighted standard. These templates are part of the software program and act as starters or frameworks for student work.



Inspiration[®]
SOFTWARE, INC

www.inspiration.com

English Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

January 2010

English Standards of Learning

for Virginia Public Schools

Adopted in January 2010 by the Board of Education

Mark E. Emblidge, President

Ella P. Ward, Vice President

Thomas M. Brewster

Billy K. Cannaday

Isis M. Castro

David L. Johnson

K. Rob Krupicka

Virginia L. McLaughlin

Eleanor B. Saslaw

Superintendent of Public Instruction

Patricia I. Wright

Commonwealth of Virginia

Board of Education

Post Office Box 2120

Richmond, VA 23218-2120

© January 2010

Copyright © 2010
by the
Virginia Department of Education
P.O.Box 2120
Richmond, Virginia 23218-2120
<http://www.doe.virginia.gov>

All rights reserved. Reproduction of these materials for instructional purposes in public school classrooms in Virginia is permitted.

Superintendent of Public Instruction
Patricia I. Wright

Assistant Superintendent for Instruction
Linda M. Wallinger

Office of Middle and High School Instructional Services
Tracy Fair Robertson, English Coordinator

Office of Elementary Instructional Services
Mark R. Allan, Director

Notice to Reader

The Virginia Department of Education does not unlawfully discriminate on the basis of race, color, sex, national origin, age, or disability in employment or in its educational programs or services.

Introduction

The goals of the *English Standards of Learning* are to teach students to read, write, and communicate. They should be prepared to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the workplace, and in postsecondary education. As students progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary genres, exemplify universal themes, and relate to all subjects. Students in high school become familiar with a wide variety of authors and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. Students acquire the ability to make full and effective use of the written language in their future educational, occupational, and personal endeavors.

Organization of the English Standards of Learning

Standards for kindergarten through third grade are organized in three related strands: Oral Language, Reading, and Writing. Standards for fourth through twelfth grades are organized in four related strands: Communication: Speaking, Listening, and Media Literacy; Reading; Writing; and Research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The standards reflect a comprehensive instructional program and document a progression of expected achievement in each of the strands. This organization of standards also reflects the gradual progression in the development of skills.

Oral Language includes speaking and listening in kindergarten through third grade. In the early grades, students learn to participate in classroom discussion. In grades three through twelve, students learn to prepare, deliver, and critique oral presentations. In grades four through twelve the Oral Language strand changes to become Communication: Speaking, Listening, and Media Literacy. Students will analyze, develop and produce media messages. However, students' home and cultural languages are the starting point for all language learning; competency in the use of standard English is the goal for all students. Therefore, daily speaking opportunities, both formal and informal, should be a part of every English curriculum.

Reading begins with an awareness of the concepts of print and the sounds and structure of oral and written language. Students in the primary grades acquire a strong foundation in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Students continue to study the structure of words and language and refine comprehension strategies throughout all grades. In the middle school and high school grades, students analyze what they read and apply that learning. Both reading in other content areas and reading of nonfiction texts are essential for all students. Students' appreciation for literary texts is enhanced by frequent interaction with a broad array of classic and contemporary literature, which engages the reading skills of students and invites them to develop an appreciation for the power and beauty of the written word. The combination of teachers reading aloud and

students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.

Writing begins with letter formation and the use of letters to represent speech sounds. From kindergarten through twelfth grade, students become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative, expository, and persuasive/argumentative skills. Daily writing experiences are essential for all students.

Research standards are also developed across grade levels. In kindergarten through third grade, research skills are incorporated in the reading and writing strands. In grades four through twelve, research is a separate strand where students learn to access information, evaluate the validity of sources, document those sources, and synthesize that information into a research-based product.




Technology enhances student learning and supports instruction in reading, writing, and research. In the writing process, technology enables students to compose, revise, edit, share, and publish their writing. Information technology is an integral part of student learning, assisting students to produce effective written and oral communication.

Although the strands are developed separately, they are integrated in the classroom. Proficiency in reading, writing, listening, speaking, media literacy, and research skills allows students to learn and to use knowledge to make meaningful connections between their lives and academic disciplines. There should be a concerted effort to relate required reading selections in English to studies in other core subjects, including mathematics, science, and history and social science. Standards that incorporate rigor in English help students develop the expected performance competencies.


Grade Six

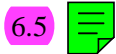
The sixth-grade student will be an active participant in classroom discussions. The student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will continue in the study of the elements of media literacy as introduced in earlier grades. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction texts, including a significant number of classic works, for appreciation and comprehension. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, technology will be used as a tool to research, organize, and communicate information. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

Communication: Speaking, Listening, Media Literacy

- 6.1  The student will participate in and contribute to small-group activities.
- Communicate as leader and contributor.
 - Evaluate own contributions to discussions.
 - Summarize and evaluate group activities.
 - Analyze the effectiveness of participant interactions.
- 6.2  The student will present, listen critically, and express opinions in oral presentations.
- Distinguish between fact and opinion.
 - Compare and contrast viewpoints.
 - Present a convincing argument.
 - Paraphrase and summarize what is heard.
 - Use language and vocabulary appropriate to audience, topic, and purpose.
- 6.3  The student will understand the elements of media literacy.
- Compare and contrast auditory, visual, and written media messages.
 - Identify the characteristics and effectiveness of a variety of media messages.
 - Craft and publish audience-specific media messages.

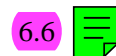
Reading

- 6.4  The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.
- Identify word origins and derivations.
 - Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - Identify and analyze figurative language.
 - Use word-reference materials.
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.



The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Make, confirm, and revise predictions.
- c) Describe how word choice and imagery contribute to the meaning of a text.
- d) Describe cause and effect relationships and their impact on plot.
- e) Use prior and background knowledge as context for new learning.
- f) Use information in the text to draw conclusions and make inferences.
- g) Explain how character and plot development are used in a selection to support a central conflict or story line.
- h) Identify the main idea.
- i) Identify and summarize supporting details.
- j) Identify and analyze the author's use of figurative language.
- k) Identify transitional words and phrases that signal an author's organizational pattern.
- l) Use reading strategies to monitor comprehension throughout the reading process.



The student will read and demonstrate comprehension of a variety of nonfiction texts.


- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
- b) Use prior knowledge and build additional background knowledge as context for new learning.
- c) Identify questions to be answered.
- d) Make, confirm, or revise predictions.
- e) Draw conclusions and make inferences based on explicit and implied information.
- f) Differentiate between fact and opinion.
- g) Identify main idea.
- h) Summarize supporting details.
- i) Compare and contrast information about one topic, which may be contained in different selections.
- j) Identify the author's organizational pattern.
- k) Identify cause and effect relationships.
- l) Use reading strategies to monitor comprehension throughout the reading process.

Writing




The student will write narration, description, exposition, and persuasion.

- a) Identify audience and purpose.
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) Organize writing structure to fit mode or topic.
- d) Establish a central idea and organization.
- e) Compose a topic sentence or thesis statement if appropriate.
- f) Write multiparagraph compositions with elaboration and unity.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- i) Revise sentences for clarity of content including specific vocabulary and information.
- j) Use computer technology to plan, draft, revise, edit, and publish writing.

- 6.8**  The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use subject-verb agreement with intervening phrases and clauses.
 - c) Use pronoun-antecedent agreement to include indefinite pronouns.
 - d) Maintain consistent verb tense across paragraphs.
 - e) Eliminate double negatives.
 - f) Use quotation marks with dialogue.
 - g) Choose adverbs to describe verbs, adjectives, and other adverbs.
 - h) Use correct spelling for frequently used words.




Research

- 6.9**  The student will find, evaluate, and select appropriate resources for a research product.
- a) Collect information from multiple sources including online, print, and media.
 - b) Evaluate the validity and authenticity of texts.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Cite primary and secondary sources.
 - e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

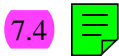
Grade Seven

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills. The student will continue vocabulary development through a study of figurative language and continuing study of roots, affixes, and cognates. Knowledge of the informative/persuasive techniques of media messages will be studied. The student will apply research techniques to gather, organize, and communicate information, properly citing sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Communication: Speaking, Listening, Media Literacy

- 7.1**  The student will participate in and contribute to conversations, group discussions, and oral presentations.
- Communicate ideas and information orally in an organized and succinct manner.
 - Ask probing questions to seek elaboration and clarification of ideas.
 - Make statements to communicate agreement or tactful disagreement with others' ideas.
 - Use language and style appropriate to audience, topic, and purpose.
 - Use a variety of strategies to listen actively.
- 7.2**  The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.
- Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
 - Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
 - Compare/contrast a speaker's verbal and nonverbal messages.
- 7.3**  The student will understand the elements of media literacy.
- Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
 - Distinguish between fact and opinion, and between evidence and inference.
 - Describe how word choice and visual images convey a viewpoint.
 - Compare and contrast the techniques in auditory, visual, and written media messages.
 - Craft and publish audience-specific media messages.

Reading



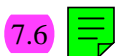
The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
- c) Identify and analyze figurative language.
- d) Identify connotations.
- e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.



The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

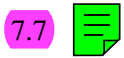
- a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
- b) Compare and contrast various forms and genres of fictional text.
- c) Identify conventional elements and characteristics of a variety of genres.
- d) Describe the impact of word choice, imagery, and literary devices including figurative language.
- e) Make, confirm, and revise predictions.
- f) Use prior and background knowledge as a context for new learning.
- g) Make inferences and draw conclusions based on the text.
- h) Identify the main idea.
- i) Summarize text relating supporting details.
- j) Identify the author's organizational pattern.
- k) Identify cause and effect relationships.
- l) Use reading strategies to monitor comprehension throughout the reading process.



The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Use prior and background knowledge as a context for new learning.
- b) Use text structures to aid comprehension.
- c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- d) Draw conclusions and make inferences on explicit and implied information.
- e) Differentiate between fact and opinion.
- f) Identify the source, viewpoint, and purpose of texts.
- g) Describe how word choice and language structure convey an author's viewpoint.
- h) Identify the main idea.
- i) Summarize text identifying supporting details.
- j) Identify cause and effect relationships.
- k) Organize and synthesize information for use in written formats.
- l) Use reading strategies to monitor comprehension throughout the reading process.

Writing



The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

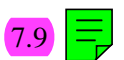
- a) Identify intended audience.
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) Organize writing structure to fit mode or topic.
- d) Establish a central idea and organization.
- e) Compose a topic sentence or thesis statement.
- f) Write multiparagraph compositions with unity elaborating the central idea.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- i) Use clauses and phrases for sentence variety.
- j) Revise sentences for clarity of content including specific vocabulary and information.
- k) Use computer technology to plan, draft, revise, edit, and publish writing.



The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
- b) Choose appropriate adjectives and adverbs to enhance writing.
- c) Use pronoun-antecedent agreement to include indefinite pronouns.
- d) Use subject-verb agreement with intervening phrases and clauses.
- e) Edit for verb tense consistency and point of view.
- f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
- g) Use quotation marks with dialogue.
- h) Use correct spelling for commonly used words.

Research






The student will apply knowledge of appropriate reference materials to produce a research product.

- a) Collect and organize information from multiple sources including online, print and media.
- b) Evaluate the validity and authenticity of sources.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Cite primary and secondary sources.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Eight

The eighth-grade student will learn and apply interviewing techniques developing and delivering oral presentations in groups and individually. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will evaluate, analyze, develop, and produce media messages. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. The student will continue to develop an appreciation for literary genres through a study of a wide variety of selections. The student will describe themes, make inferences, interpret cause and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of texts.

Communication: Speaking, Listening, Media Literacy

- 8.1  The student will use interviewing techniques to gain information.
- Prepare and ask relevant questions for the interview.
 - Make notes of responses.
 - Compile, accurately report, and publish responses.
 - Evaluate the effectiveness of the interview.
- 8.2  The student will develop and deliver oral presentations in groups and individually.
- Choose topic and purpose appropriate to the audience.
 - Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - Use appropriate verbal and nonverbal presentation skills.
 - Respond to audience questions and comments.
 - Differentiate between standard English and informal language.
 - Critique oral presentations.
 - Assume shared responsibility for collaborative work.
 - Use a variety of strategies to listen actively.
- 8.3  The student will analyze, develop, and produce creative or informational media messages.
- Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
 - Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
 - Use media and visual literacy skills to create products that express new understandings.
 - Evaluate sources for relationships between intent and factual content.

Reading

8.4 


The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.

- a) Identify and analyze an author's use of figurative language.
- b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
- c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
- d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
- e) Discriminate between connotative and denotative meanings and interpret the connotation.
- f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

8.5 

The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.



- a) Explain the use of symbols and figurative language.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
- d) Understand the author's use of conventional elements and characteristics within a variety of genres.
- e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- f) Compare and contrast authors' styles.
- g) Identify and ask questions that clarify various viewpoints.
- h) Identify the main idea.
- i) Summarize text relating supporting details.
- j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- k) Identify cause and effect relationships.
- l) Use prior and background knowledge as a context for new learning.
- m) Use reading strategies to monitor comprehension throughout the reading process.

8.6 


The student will read, comprehend, and analyze a variety of nonfiction texts.

- a) Draw on background knowledge and knowledge of text structure to understand selections.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Analyze the author's qualifications, viewpoint, and impact.
- d) Analyze the author's use of text structure and word choice.
- e) Analyze details for relevance and accuracy.
- f) Differentiate between fact and opinion.
- g) Identify the main idea.
- h) Summarize the text identifying supporting details.
- i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- j) Identify cause and effect relationships.
- k) Evaluate, organize, and synthesize information for use in written and oral formats.
- l) Use reading strategies to monitor comprehension throughout the reading process.

Writing

- 8.7**  The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
- Identify intended audience.
 - Use prewriting strategies to generate and organize ideas.
 - Distinguish between a thesis statement and a topic sentence.
 - Organize details to elaborate the central idea and provide unity.
 - Select specific vocabulary and information for audience and purpose.
 - Use interview quotations as evidence.
 - Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
 - Use computer technology to plan, draft, revise, edit, and publish writing.
- 8.8**  The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.
 - Use quotation marks with dialogue and direct quotations.
 - Use correct spelling for frequently used words.

Research

- 8.9**  The student will apply knowledge of appropriate reference materials to produce a research product.
- Collect and synthesize information from multiple sources including online, print and media.
 - Evaluate the validity and authenticity of texts.
 - Use technology as a tool to research, organize, evaluate, and communicate information.
 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
 - Publish findings and respond to feedback.
 - Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.