

Alignment with Virginia Standards of Learning

Virginia Standards of Learning	William and Mary Language Arts Curriculum
Organized in three major strands at elementary/middle levels: oral language, reading, and writing	Major goals in literary analysis and interpretation (Goal 1), persuasive writing (Goal 2), and oral language (Goal 4); goals in linguistic competency (Goal 3), reasoning (Goal 5), and concept of change (Goal 6) support all three strands
Students will use effective oral communication skills in a variety of settings, including group activities (3.1, 4.1, 5.1)	Major goal in oral communication (Goal 4), including heavy emphasis on discussion in small and large groups
Students will make and listen to planned oral presentations, using effective verbal and nonverbal communication skills (3.2, 4.2, 5.2, 5.3)	Major goal in oral communication (Goal 4), including formal and informal presentations of research project and other work
Students will listen critically and evaluate presentations and persuasive messages (6.2, 7.2, 7.3)	Major goal in oral communication (Goal 4), including evaluation of self and others in presentations; major goal in reasoning (Goal 5) includes focus on identifying point of view and evaluating oral arguments
Students will use word-analysis skills, context clues, and other strategies to read fiction and nonfiction with fluency and accuracy (3.3, 3.4, 4.3, 5.4)	Major goal in linguistic competency (Goal 3), including vocabulary study focused on word stems and origins and use of language resources (dictionary, thesaurus, etc.)
Students will read and demonstrate comprehension of a variety of fiction and nonfiction (3.5, 3.6, 4.4, 4.5, 5.5, 5.6)	Major goal in analysis and interpretation of literature (Goal 1); broad-based reading in poetry, short story, biography, essay, and novel forms; readings selected based on criteria for challenging literature, multicultural literature, and connection to the concept of change; major goal in reasoning (Goal 5) encourages critical reading
Students will demonstrate comprehension of various information sources and use sources to research topics (3.7, 4.6, 5.7)	Students engage in real-world, issue-based research, drawing on a variety of sources of information. Research projects include written and oral presentations.
Students will write for a variety of purposes, including descriptive, narrative, and informative (3.9, 3.10, 4.7, 5.8)	Writing emphases incorporated throughout units include major goal in persuasive writing (Goal 2), use of response journals, research reports that inform within a persuasive structure, and other activities encouraging narrative, descriptive, and poetic writing
Students will edit writing (3.11, 4.8, 5.9)	Writing process incorporated as outcome within persuasive writing goal (Goal 2); self, peer, and teacher evaluations for use in review and revision of writing included in all units
Students will develop persuasive writing skills (7.8)	Major goal in persuasive writing (Goal 2) with emphasis on structure supporting persuasion and the 5-paragraph essay model; major goal in reasoning (Goal 5) connected with persuasion to writer's point of view

Source for standards: *English Standards of Learning for Virginia Public Schools*, Virginia Board of Education, 2002