DIGITAL THEATRE⁺

English Standards of Learning (SOL) for Virginia Public Schools

DT+ is highly aligned to the Reading section for Grades 9-12 of the English Standards of Learning for VIrginia Public Schools. While we have content and resources for the other strands and standards, this is the primary area we are designed to support.

Very high	DT+ is the only resource you need to teach this standard.	High	DT+ can be your primary resource when teaching this standard.
Medium	DT+ will be one of a number of resources used to fully cover the teaching of this standard.	Low	DT+ has content for this standard and it will be used to supplement your primary resources.

GRADE 9 - READING

	Standards	Strength
9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	**Medium**
	b. Use context, structure, and connotations to determine meanings of words and phrases.	**High**
	c. Discriminate between connotative and denotative meanings and interpret the connotation.	**High**
	d. Identify the meaning of common idioms.	**High**
	e. Explain the meaning of literary and classical allusions and figurative language in text	**High**
	f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	**High**

Standards	Strength
9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.	
a. Identify the characteristics that distinguish literary forms.	**High**
b. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	**High**
c. Interpret how themes are connected across texts.	**High**
d. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.	**Medium - High**
e. Analyze the cultural or social function of a literary text.	**High**
f. Explain the relationship between the author's style and literary effect.	**Medium - High**
g. Explain the influence of historical context on the form, style, and point of view of a written work.	**High**
h. Compare and contrast authors' use of literary elements within a variety of genres.	**High**
i. Analyze how the author's specific word choices and syntax impact the author's purpose	**High**
j. Make inferences and draw conclusions using references from the text(s) for support.	**Medium - High**
k. Compare/contrast details in literary and informational nonfiction texts.	**High**
l. Use reading strategies to monitor comprehension throughout the reading process.	**Medium**

Standards	Strength
9.5 The student will read and analyze a variety of nonfiction texts.	
a. Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.	**High**
b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	**High**
c. Analyze the author's qualifications, viewpoint, and impact.	**Medium - High**
d. Recognize an author's intended purpose for writing and identify the main idea.	**High**
e. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	**High**
f. Identify characteristics of expository, technical, and persuasive texts.	**Low**
g. Identify a position/argument to be confirmed, disproved, or modified.	**Low**
h. Evaluate clarity and accuracy of information.	**Low**
i. Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	**Medium**
j. Differentiate between fact and opinion and evaluate their impact.	**Medium**
k. Analyze ideas within and between selections providing textual evidence.	**Medium**
l. Use the reading strategies to monitor comprehension throughout the reading process.	**Medium**

GRADE 10 - READING

	Standards	Strength
10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	Medium
	b. Use context, structure, and connotations to determine meanings of words and phrases.	High
	c. Discriminate between connotative and denotative meanings and interpret the connotation.	High
	d. Explain the meaning of common idioms.	High
	e. Explain the meaning of literary and classical allusions and figurative language in text	High
	f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	High

	Standards	Strength
10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.	a. Make inferences and draw conclusions using references from the text(s) for support.	High
	b. Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	High
	c. Interpret the cultural or social function of world and ethnic literature.	High
	d. Analyze universal themes prevalent in the literature of different cultures.	High
	e. Examine a literary selection from several critical perspectives.	Medium - High
	f. Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.	High
	g. Interpret how themes are connected within and across texts.	High
	h. Explain the influence of historical context on the form, style, and point of view of a literary text(s).	High
	i. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.	High
	j. Compare/contrast details in literary and informational nonfiction texts.	High
	k. Compare and contrast how literary devices convey a message and elicit a reader's emotions.	High
	l. Compare and contrast character development in a play to characterization in other literary forms.	High
	m. Use reading strategies to monitor comprehension throughout the reading process	Medium

	Standards	Strength
10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.	a. Analyze text features and organizational patterns to evaluate the meaning of texts.	**High**
	b. Recognize an author's intended audience and purpose for writing	**High**
	c. Skim materials to develop an overview and locate information.	**Medium**
	d. Compare and contrast informational texts for intent and content	**Medium**
	e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams	**Low - Medium**
	f. Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	**Medium - High**
	g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.	**Medium**
	h. Analyze ideas within and between selections providing textual evidence.	**Medium**
	i. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts	**High**
	j. Use reading strategies throughout the reading process to monitor comprehension.	**Medium**

GRADE 11 - READING

	Standards	Strength
11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	**Medium**
	b. Use context, structure, and connotations to determine meanings of words and phrases.	**High**
	c. Discriminate between connotative and denotative meanings and interpret the connotation.	**High**
	d. Explain the meaning of common idioms.	**High**
	e. Explain the meaning of literary and classical allusions and figurative language in text	**High**
	f. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	**High**

	Standards	Strength
11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.	a. Describe contributions of different cultures to the development of American literature.	**Medium**
	b. Compare and contrast the development of American literature in its historical context.	**Medium**
	c. Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	**Medium**
	d. Interpret the social or cultural function of American literature.	**Medium**
	e. Analyze how context and language structures convey an author's intent and viewpoint.	**Medium - High**
	f. Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts	**High**
	g. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.	**Medium - High**
	h. Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.	**High**
	i. Analyze the use of dramatic conventions in American literature.	**Medium - High**
	j. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).	**High**
	k. Compare/contrast literary and informational nonfiction texts.	**High**

	Standards	Strength
11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.	a. Apply information from texts to clarify understanding of concepts.	**Low - Medium**
	b. Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	**N/A**
	c. Analyze technical writing for clarity.	**Low**
	d. Paraphrase and synthesize ideas within and between texts.	**Medium**
	e. Draw conclusions and make inferences on explicit and implied information using textual support.	**Medium - High**
	f. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.	**Medium - High**
	g. Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	**Low**
	h. Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	**Low**
	i.Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).	**High**

GRADE 12 - READING

12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	Standards	Strength
	a. Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	Medium
	b. Use context, structure, and connotations to determine meanings of words and phrases.	High
	c. Discriminate between connotative and denotative meanings and interpret the connotation.	High
	d. Explain the meaning of common idioms, and literary and classical allusions in text.	High
	e. Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	High

12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.	Standards	Strength
	a. Compare and contrast the development of British literature in its historical context.	High
	b. Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.	High
	c. Compare/contrast details in literary and informational nonfiction texts.	High
	d. Interpret the social and cultural function of British literature.	Medium - High
	e. Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.	Medium - High
	f. Compare and contrast traditional and contemporary poems from many cultures.	Low
	g. Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.	High
	h. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).	High

12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.	Standards	Strength
	a. Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).	High
	b. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	Low - Medium
	c. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.	Medium - High
	d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.	Low
	e. Analyze false premises claims, counterclaims, and other evidence in persuasive writing.	Low