



UNIVERSITY
of VIRGINIA

SCHOOL *of* EDUCATION
and HUMAN DEVELOPMENT

Virginia Literacy Partnerships

VDOE English SOL Conference Session: K-2

October 6th, 2022

Welcome & Introductions

- **Virginia Literacy Partnerships (VLP) Team Members**
 - Beth Williams
 - Christa Haring-Biel
 - Lisa Tyree

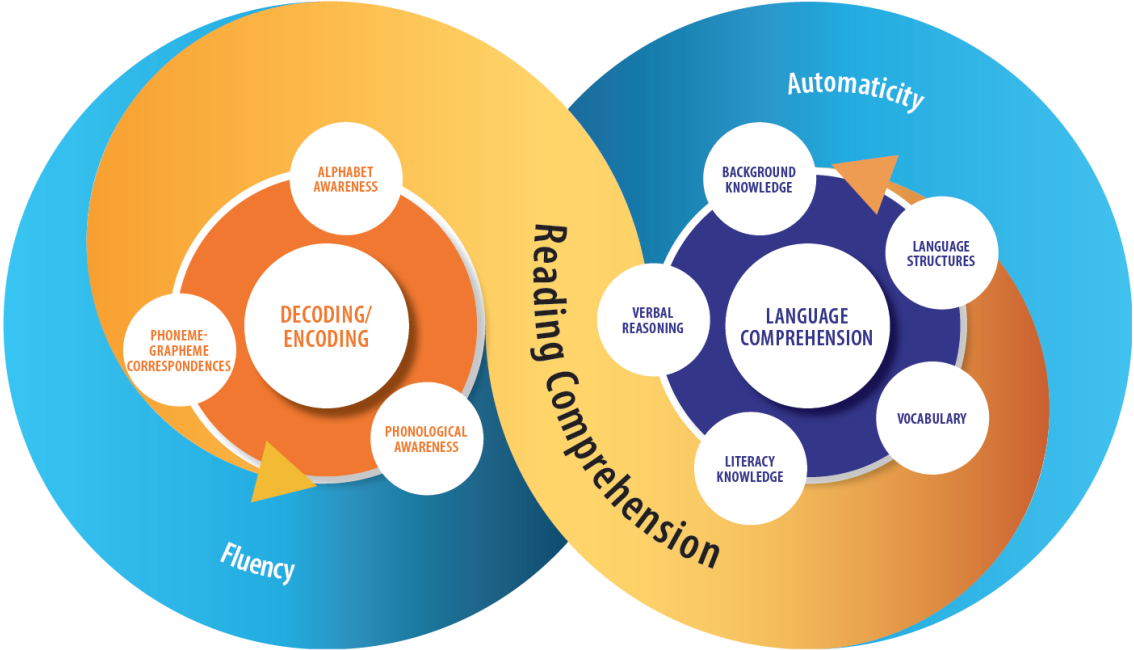
Agenda

- ✓ **Science-Based Reading Research**
- ✓ **Literacy Screener Pilot and Subtests**
- ✓ **Professional Learning Resources**
- ✓ **Current *PALS-K* and *PALS 1-3* Data**

Science-Based Reading Research

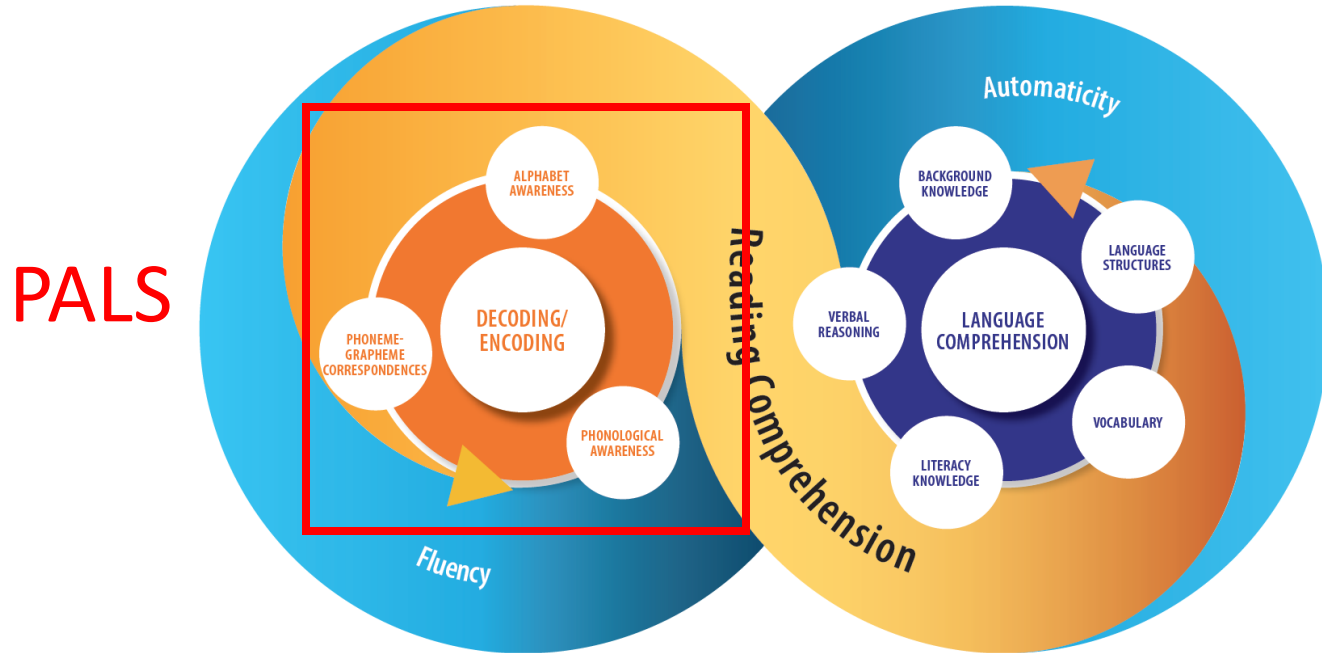
Informing the Need for a Revised Screener

Reading Comprehension Development



Adapted from Gough, P. and Tunmer, W. (1986) and Scarborough, H. S. (2001)

Comparing PALS and Revised Screeners

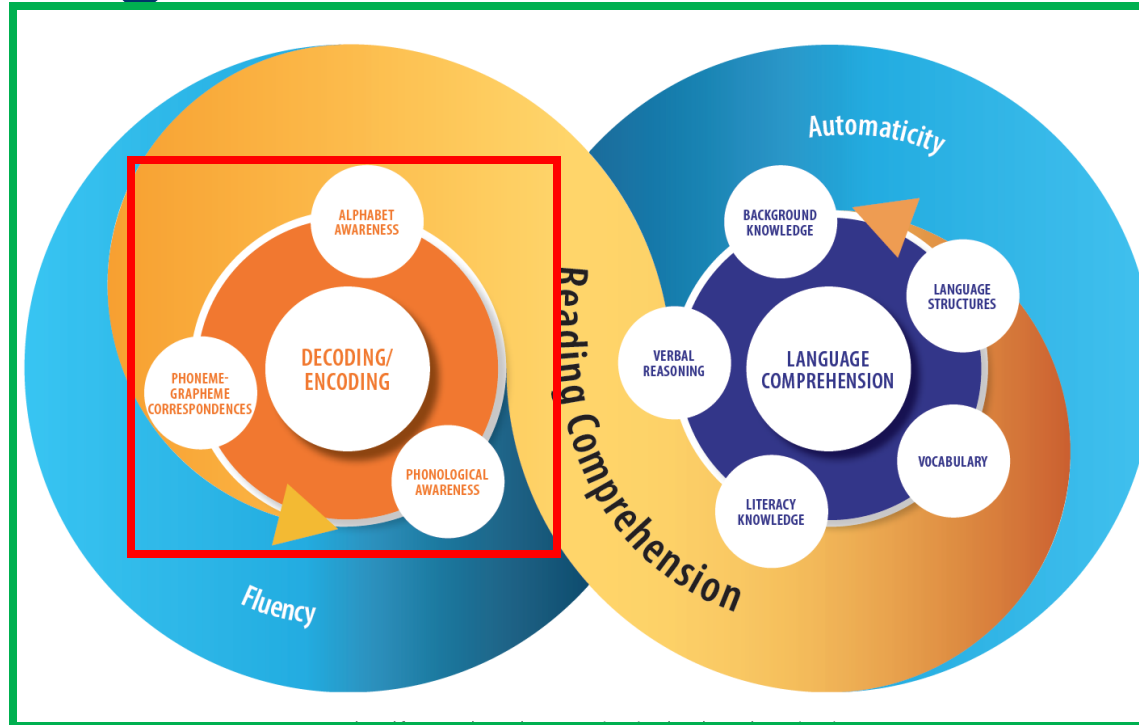


Adapted from Gough, P. and Tunmer, W. (1986) and Scarborough, H. S. (2001)

Comparing PALS and Revised Screeners

Revised
Screener

PALS



Adapted from Gough, F. and Tunmer, W. (1986) and Scarborough, H.S. (2001)

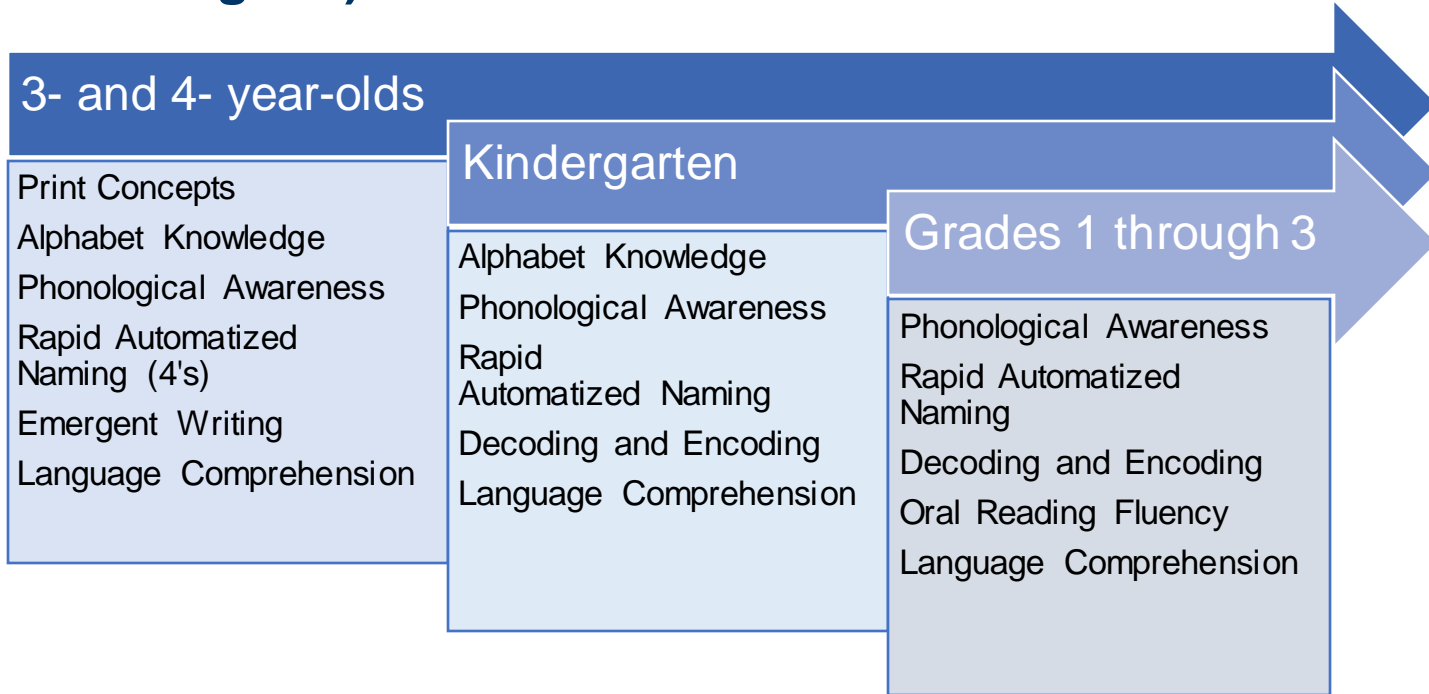
Pre-K Screener & K-3 Measurement Pilot

What's Happening?

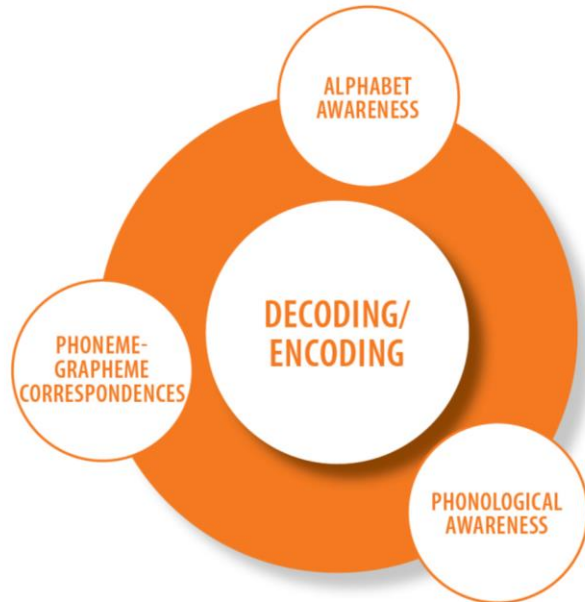
- Developed English Pre-K Language & Literacy Screener for Pre-K3 and Pre-K4 classrooms – in place Fall 2022
- Developing a revised English K-3 literacy screener that:
 - Accurately identifies students at risk of developing reading difficulties
 - Provides instructionally-useful information for teachers
 - Aligns with the most current evidence base
 - Is vertically-aligned to allow measurement of growth over time/across grade levels
- Creating a vertically aligned Spanish Pre-K through Grade 3 literacy measure
 - Parallel to English measure, **NOT** a translation

Literacy Screener Revision Model

(Spanish & English)



Pilot: Code-Based Subtests



Adapted from Gough, P. and Tunmer, W. (1986) and Scarborough, H. S. (2001)

Phonological Awareness

Syllable Segmenting

This subtest measures students' ability to segment or break words into syllables.

Beginning Sounds Matching

This subtest measures students' ability recognize words that have the same beginning sounds.

Beginning Sounds Expressive

This subtest measures students' ability to produce the beginning sound of words or provide words that have the same beginning sounds.

Phonological Awareness

Phoneme Blending

This subtest measures students' ability to blend individual sounds into words.

Phoneme Segmenting

This subtest measures students' ability to segment words into individual sounds.

Alphabet Knowledge

Letter Names

This subtest measures students' ability to name letters.

Letter Sounds

This subtest measures students' ability to produce letter sounds.

Decoding/Encoding

Real Word Decoding

This subtest measures students' ability to read (decode) words.

Pseudoword Decoding

This subtest measures students' ability to read (decode) nonsense words.

Encoding

This subtest measures students' ability to spell words.

Fluency

Oral Reading Fluency

This subtest measures students' ability to read text.

Pilot: Language Comprehension Subtests



Adapted from Gough, P. and Tunmer, W. (1986) and Scarborough, H. S. (2001)

Language Comprehension

Vocabulary Fluency

This subtest measures students' ability to quickly produce vocabulary words.

Passage Comprehension

This subtest measures students' ability to answer expressive and receptive questions.

Nonsense Sentences

This subtest measures students' ability to repeat sentences with various degrees of syntax difficulty.

Pilot: Additional Subtests

Rapid Automatized Naming (RAN)

This subtest measures processing speed through students' ability to name colors, objects, letters, and numbers.

Print Concepts

This subtest measures students' familiarity the concepts related to reading a book.

Professional Learning Resources

Visit our public website!

<https://literacy.virginia.edu>

Resources and Support

- Professional learning series (VALUE)
- Instructional Protocols
- Professional Learning Library
- Family Resources



VALUE

Virginia
Assessment for
Literacy -
Updated &
Expanded

"*VALUE*" Professional Learning Series

Package Topics

- Science-Based Reading Research
- Explicit Instruction
- Data Literacy
- Language Development
- Dual Language Development
- Key Components of Effective Instruction (Phonemic Awareness, Fluency, Vocabulary, etc.)

Package Content

- Short introductory videos
- Webinars
- Infographics
- Instructional resources
- White papers
- Professional Learning Guides for coaches

Short Videos



Webinars



Infographics

EXPLICIT INSTRUCTION

What is it?

Explicit Instruction is "a systematic method of teaching with an emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students."
--Rosenshine, 1987

I do! We do! You do!

Elements of Explicit Instruction

- "Purely" pace of lesson
- I do, we do, you do
- Focus on critical content
- Distributed and cumulative practice
- Immediate, affirmative and corrective feedback
- Active engagement, frequent responses
- Sequence skills logically
- Breakdown complex skills
- Clear statement of lesson goals
- Step by step demonstration

Six Steps to an Explicit Instruction Lesson

- Identify a clear, specific objective
- Review prerequisite skills & teach vocabulary
- I do it! Demonstrate. Model with clear explanations
- We do it! Provide guided practice with scaffolding
- You do it! Provide multiple opportunities for independent practice
- Check for understanding. Use the data

"Cut the fluff and teach the stuff."
--Anita Archer

PALS.VIRGINIA.EDU
Follow us on Twitter: @VALUE_Literacy

Professional Learning Guides

Professional Learning Guide

EXPLICIT INSTRUCTION

New to Explicit Instruction? Select activities from Option A. A little more experienced with the topic? Look at Option B Ideas. Or pick and choose the items that best meet the needs of your teachers! Direct links to all activities and resources can be found at the bottom of this page.

Option A	Option B
Listen to Anita Archer's Explicit Instruction Podcast	Step 1 Prize the Team Review Explicit Instruction Introductory Video
Shoe-Tying Activity	Step 4 Group Discussion or Learning Activity Paper Crane Activity
Watch the video, Decoding Instruction 1st Grade, and use the Explicit Instruction Checklist to look for steps in the video!	Step 5 Application or Learner Activity Have teachers bring one of their lesson plans and put it into the Explicit Instruction Template - adding pieces they might be missing
Check in with teachers and observe using the Explicit Instruction Checklist	Step 6 Coach Connection Have teachers take turns observing each other and watch for steps of Explicit Instruction

Resources:

- Introductory Video
- Anita Archer Podcast
- Anita Archer Video
- Understood.org Information
- Jigsaw Activity
- Podcast Discussion Questions and Notes
- Graphic and Reflection Questions

"VALUE" Professional Learning Series



Public page

↳ Educator Resource Center
↳ Professional Learning Modules
↳ VALUE Series

Science-Based Reading Research Professional Learning Guide Video Infographic Webinar for Teachers Webinar for Administrators Learn More!	Explicit Instruction Professional Learning Guide Video Infographic Webinar Instructional Protocols	Data Literacy Coming Soon! Professional Learning Guide Video Webinar
Language Development Coming Soon! Professional Learning Guide Video Webinar Learn More!	Dual Language Development Coming Soon! Professional Learning Guide Video - Assessments Webinar - The Basics Webinar - Classroom Strategies Learn More	Phonemic Awareness Coming Soon! Professional Learning Guide Video Webinar Instructional Protocols Learn More!
Phonics Coming Soon! Professional Learning Guide Video Webinar Instructional Protocols Learn More!	Vocabulary Coming Soon! Professional Learning Guide Video Webinar Instructional Protocols Learn More!	Fluency Coming Soon! Professional Learning Guide Video Webinar Instructional Protocols Learn More
Comprehension Coming Soon! Professional Learning Guide Video Webinar Instructional Protocols Learn More!	Small Group Instruction Coming Soon! Webinar - Word-Reading Strategies for Beginning Readers Webinar - Effective Scaffolding Webinar - Selecting Students for Small Groups Microlesson - What's the Deal with Levelled Readers? Microlesson - How to Select Students for Small Group	Pre-K Pre-K Language and Literacy Screener Video Webinar - Scaffolding Preschoolers Early Writing Skills Instructional Protocols on Classroom Management and Routines

Instructional Protocols

- Templates and complete scripts
- Protocols being released as they are produced
- Corresponding videos for many lessons
- Uses principles of explicit instruction and the gradual release model
 - Plan
 - Objective
 - Review pre-requisite skills/vocab
 - I do it
 - We do it
 - You do it
 - Assess/Extend/Enrich

Date: _____

Instructional Routines template

PLAN	Component: Instructional Activity: Materials Needed:	Approximate Time:	<input type="checkbox"/> Individual <input type="checkbox"/> Small Group <input type="checkbox"/> Large Group
		Click here for video example	
OBJECTIVE	State the objective(s): Identify a clear, specific objective	As a result of this instructional activity, students will be able to:	
REVIEW & VOCABULARY	Review prerequisite skills and teach related vocabulary. Set up the tools needed to succeed.	<i>Prerequisite skills that need to be reviewed:</i>	<i>Related vocabulary, with student-friendly definitions:</i>
	I DO IT! – Demonstrate <i>Teach the new skill. Model with clear explanations. Verbalize your thinking process.</i>	Do and Say (include think-aloud)	

Instructional Protocols



Public page

↳ Educator Resource Center

↳ Instructional Resources & Materials

↳ Instructional Protocols

Instructional Protocols

INSTRUCTIONAL PROTOCOLS VIDEO

USING THE INSTRUCTIONAL PROTOCOLS GUIDE



Management and Routines



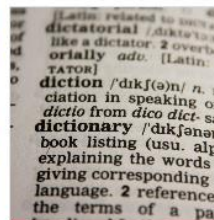
Language Development



Phonemic Awareness



Phonics



Vocabulary



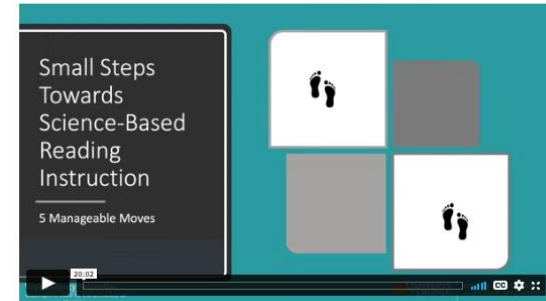
Fluency

Professional Learning Library

- Videos on literacy topics
- Webinars
- Readings
- Recorded presentations

Professional Learning Library | Webinars

Small Steps Towards Science-Based Reading Instruction



[Additional Resources for Small Steps Towards Science-Based Reading Instruction](#)

Learning from Science-Based Reading Research



Professional Learning Library



Public page

↳ Educator Resource Center

↳ Professional Learning Library

Professional Learning
Library

Short Videos

Webinars

Readings

Recorded Presentations

Family Resources

- Family Letter templates
- Information about screening in Virginia
- Updates to the screener
- Links to resources to help at home
- Informational flyers and videos on various topics

Welcome families! Whether you want to learn about a certain topic or find activities to do at home with your child, we hope you can find what you need here!

HOW CAN MY CHILD LISTEN TO BOOKS AT HOME?	HOW CAN MY CHILD PLAY COMPUTER GAMES TO HELP IMPROVE LITERACY SKILLS?	HOW CAN I HELP MY CHILD PLAY WITH SOUNDS?
HOW CAN I HELP MY CHILD LEARN THEIR LETTER NAMES AND SOUNDS?	HOW CAN I HELP MY CHILD READ AND SPELL WORDS?	HOW CAN I HELP MY CHILD LEARN NEW VOCABULARY?
HOW CAN I HELP MY CHILD WITH READING COMPREHENSION?	HOW CAN I SUPPORT MY CHILD'S LANGUAGE DEVELOPMENT?	HOW CAN I SUPPORT MY CHILD'S WRITING?
HOW CAN MY CHILD READ ONLINE BOOKS AT HOME?	HOW CAN I HELP MY CHILD READ WITH AN APPROPRIATE PACE AND EXPRESSION?	GENERAL INFORMATION

Family News
New Screeners
Science-Based Reading Research
Language Development

Informational Video Clips
New Screeners
Science-Based Literacy Instruction
Sneak Peek! Pre-K Language & Literacy Screener
Language Development

Family News
WHAT IS SCIENCE-BASED READING RESEARCH?

Science-based reading instruction is based on research from many different fields

Education Psychology
Cognitive Science Linguistics

• Research identifies important content and teaching methods.
• Science-based reading research leads to science-based reading instruction.

SCIENCE-BASED READING RESEARCH:

- ✓ ...recognizes that learning to read doesn't happen naturally, so it must be taught.
- ✓ ...focuses on decoding (sounding out) words AND understanding what they mean.
- ✓ ...identifies explicit instruction as an effective and efficient method for teaching reading skills.

SCIENCE-BASED READING RESEARCH DOES NOT:

- ✗ ...endorse a specific literacy program or curriculum.
- ✗ ...focus only on students with dyslexia or reading difficulties.
- ✗ ...recommend a one-size-fits-all approach.

Family Resources



Public page

↳ Family Resource Center

Family Resource Center



Family Information Sheet for Literacy Screening in Virginia



Family Letter Templates



K-3 Screener



Virginia Literacy Partnerships Updates

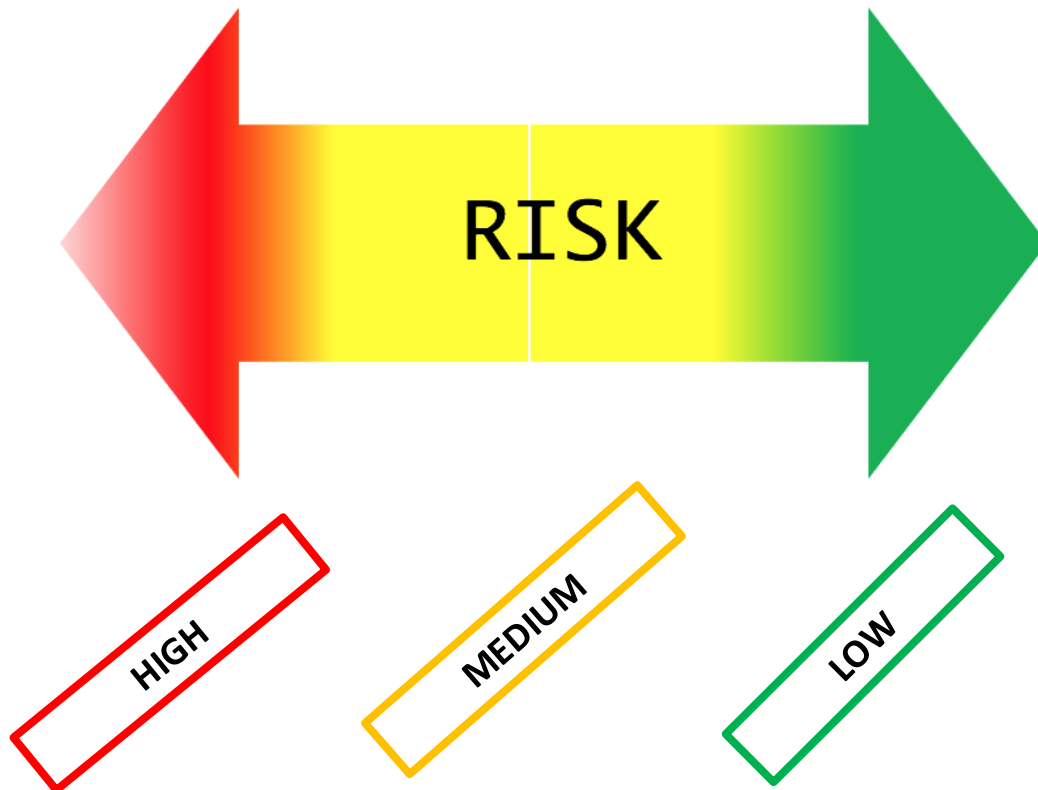


Resources

Action Items from *PALS-K & PALS 1-3* Data

Screeners offer you *actionable* information to address and prevent reading disabilities

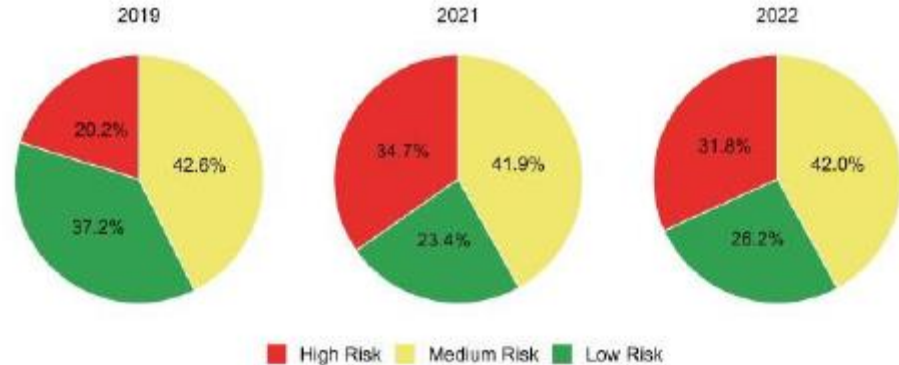
- Risk for reading difficulties can be detected early.
- The majority of students who have reading difficulties will not simply “catch up.”
- Pairing evidence-based classroom instruction with supplemental instruction in the early grades is the most effective approach to preventing later reading difficulties and disabilities.



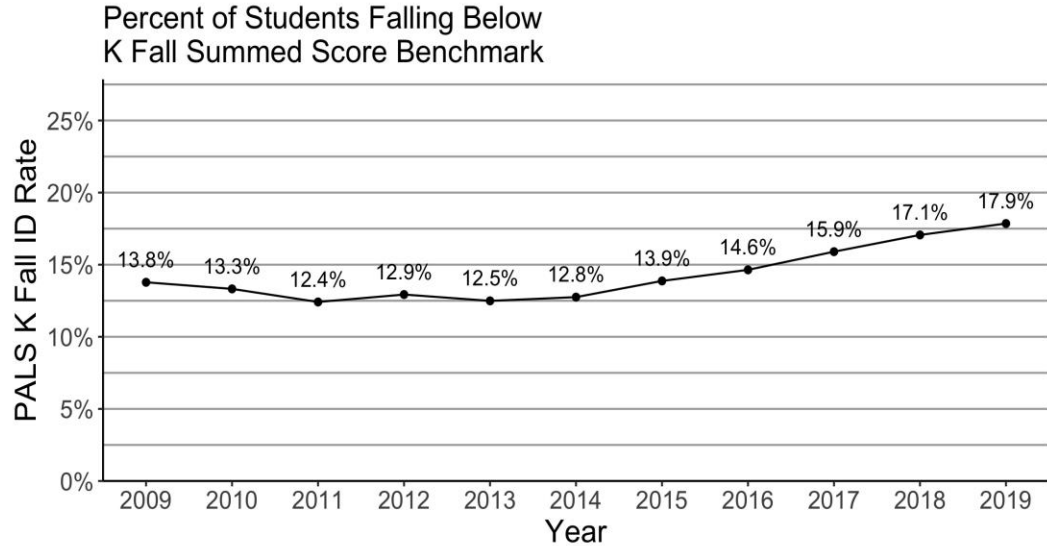
Shifts in Distribution of Students Across Risk Levels

- In Spring 2022, a large majority of K-2 students were at high or medium risk for reading difficulties.
- The proportion of students at high risk for reading difficulties (i.e., below benchmark) is increasing and the proportion of students at low risk for reading difficulties is decreasing.
- In 2022, nearly three in four K-2 students were at high or medium risk for reading difficulties, similar to the rates observed in 2021.

K-2 Bands of Risk Membership
Spring 2019, 2021, 2022

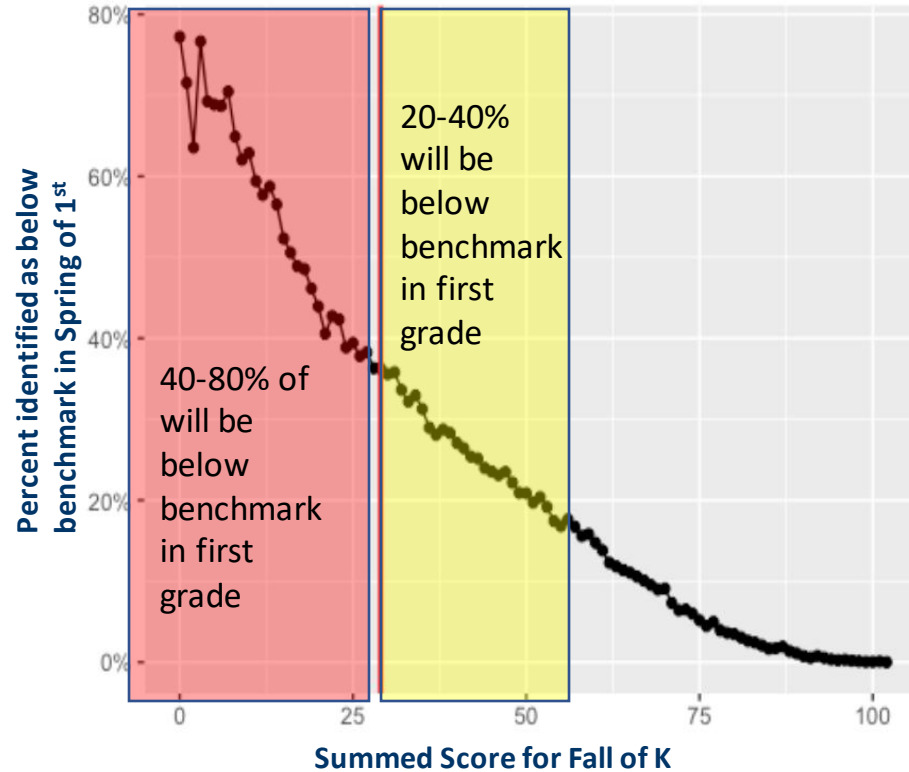


Assessing risk by looking only at the Summed Score Benchmark



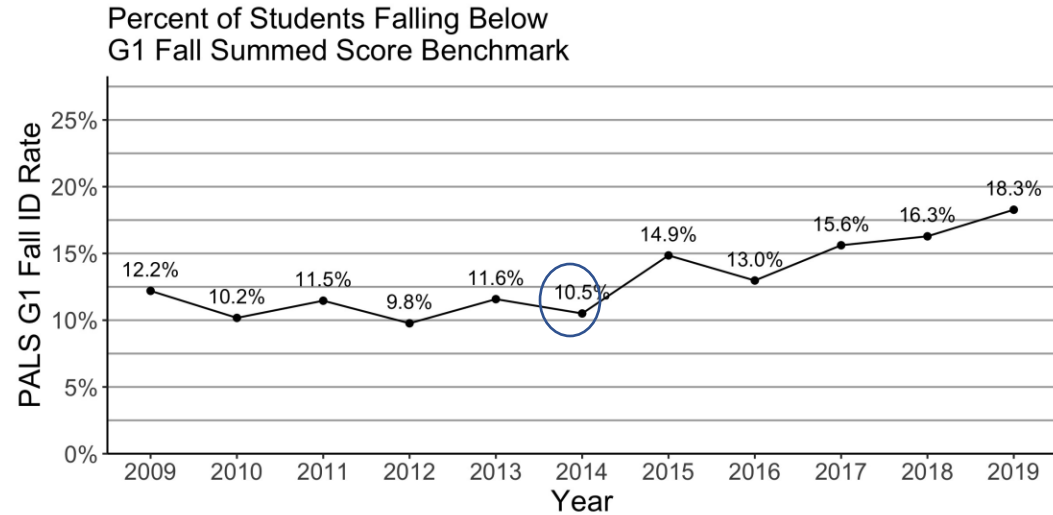
This graph defines risk as just students below a specific cut-off – the summed score benchmark.

Assessing risk on a continuum



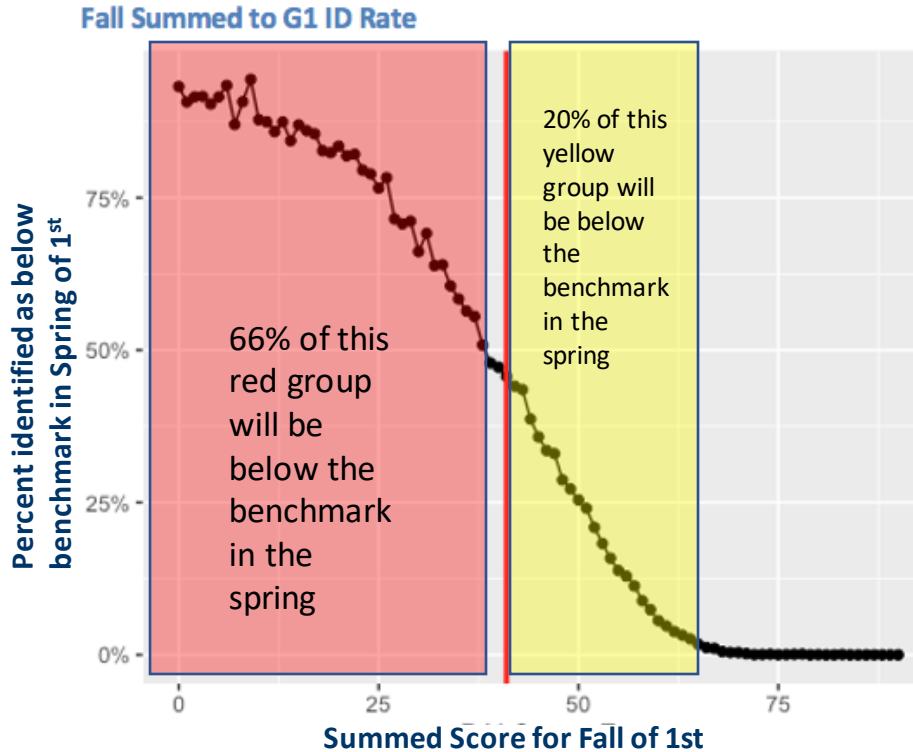
Looked at more continuously, we see risk is not just a specific group of students

Assessing risk by looking only at the Summed Score Benchmark



This graph defines risk as just students below a specific cut-off – the summed score benchmark.

Assessing risk on a continuum



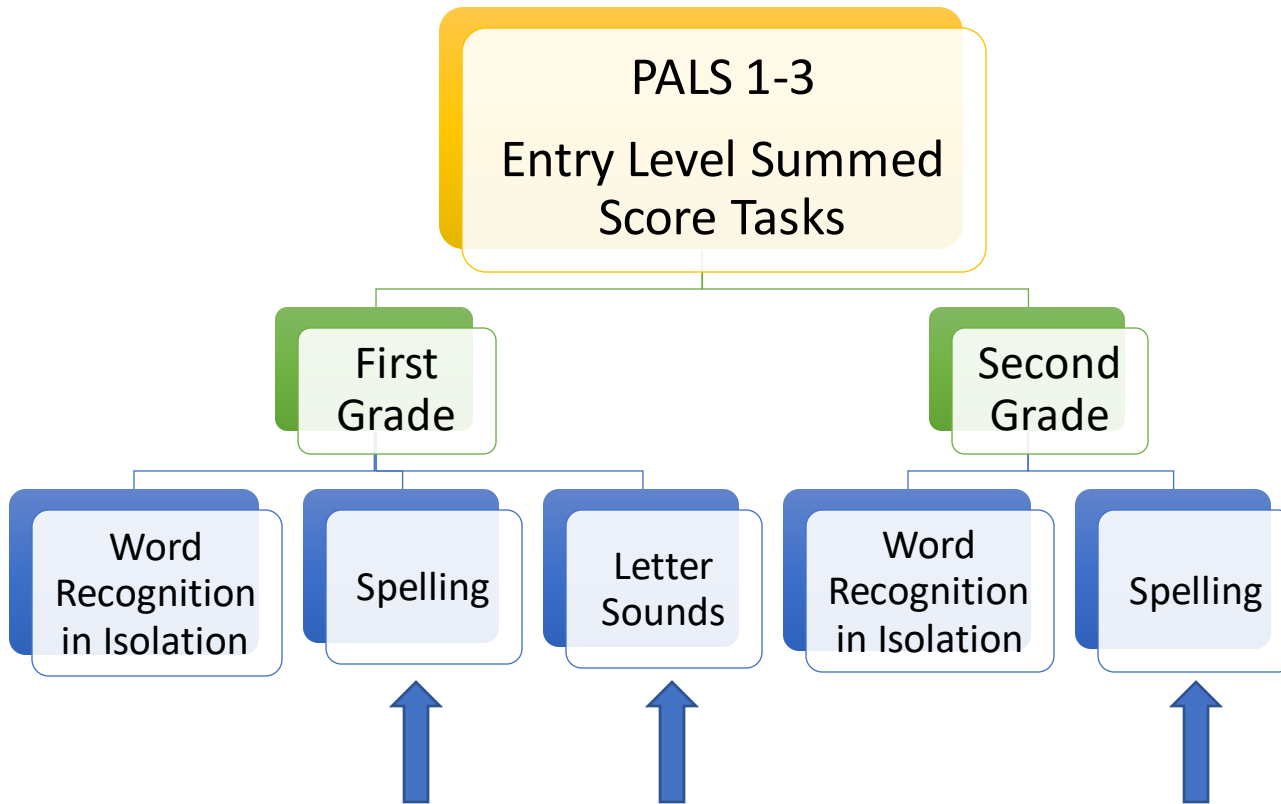
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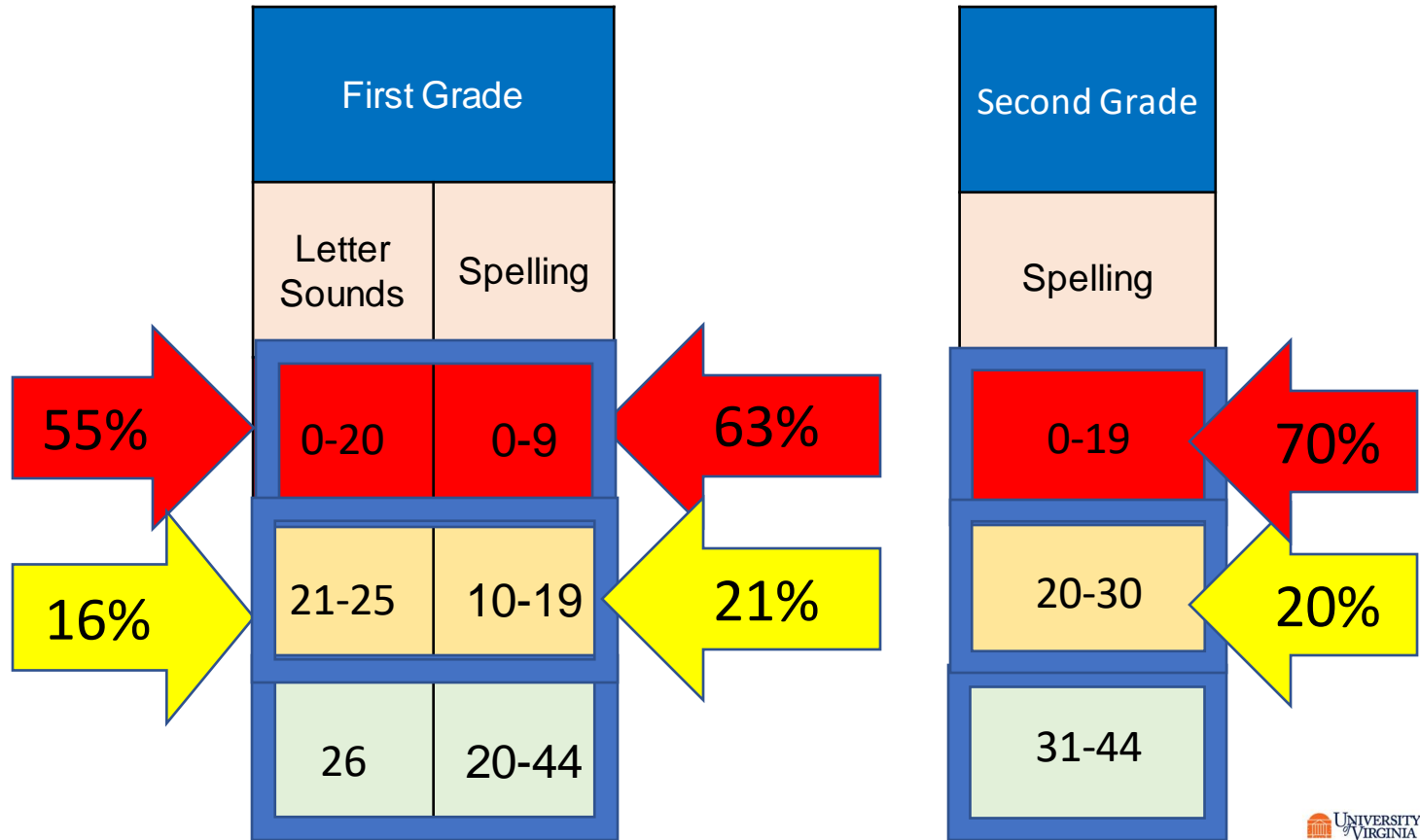
Looked at more continuously, we see risk is not just a specific group of students

Phonological Awareness Tasks		Alphabet Knowledge Tasks		Both Phonological Awareness & Alphabet Knowledge
Group Rhyme**	Group Beginning Sound	Alphabet Recognition	Letter Sounds	Spelling
0-4	0-4	0-11	0-4	0-1
5-9	5-9	12-21	5-14	2-6
10	10	22-26	15-26	7-20



**If students have trouble with rhyme, keep moving on to beginning sounds and individual phonemes!





Now What?

- **Consider risk for reading difficulties on a continuum**
- **Use Evidence-Based Literacy Instruction at ALL levels:**
 - whole-group in the classroom
 - small-group in the classroom
 - intervention
- **Provide targeted, systematic, and explicit instruction**
- **Visit <https://literacy@virginia.edu>**

We are here to support you with the next steps!



Professional Development

Modules to build teacher knowledge



Professional Learning Guides

Support for coaches to guide teachers through new learning



Additional Resources



Instructional Protocols



Professional Learning Guides



Professional Development



Instructional Protocols

Research-based protocols that teachers can use immediately



Additional Resources

Vetted resources for parents and teachers

Thank You!

We are here to answer any questions, please reach out!

literacy@virginia.edu

888-882-7257