

Literacy in Virginia

Overview and Next Steps

Today's Topics

The Science of Reading

Literacy in Virginia

Virginia's Continued Focus on Literacy

Resources and References



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The Science of Reading



What is the Science of Reading?

There is over 50 years of research from a variety of career fields that support how the brain learns to read and speak and how we should be taught. More recently the connection between these fields of research has become more apparent and talked about in educational settings.

Science of reading. A term that refers to a corpus of objective investigation and accumulation of reliable evidence about how humans learn to read and how reading should be taught

(International Literacy Association)



What Research Says

Kindergarten through Grade 3

- Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Ensure that each student reads connected text everyday to support reading accuracy, fluency, and comprehension.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>



Essential Components of Teaching Reading

As reported in the [National Reading Panel](#) and later recognized in CCSSO's [Nation of Readers](#) report, additional research has shown the significant impact of instruction that explicitly addresses all five pillars of reading.

- Phonemic Awareness
- Phonological Awareness
- Fluency
- Vocabulary
- Comprehension



The Five Pillars of Reading in the Standards of Learning

Phonemic Awareness	Phonics Instruction	Fluency Instruction	Vocabulary Instruction	Comprehension Instruction
<ul style="list-style-type: none"> • K.3- The student will orally identify, segment and blend various phonemes to develop phonological and phonemic awareness • 1.3- The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness. • 2.3- The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. 	<ul style="list-style-type: none"> • K.6- The student will develop an understanding of basic phonetic principles. • 1.5- The student will apply phonetic principles to read and spell. • 2.4- The student will use phonetic strategies when reading and spelling. • 3.3 The student will use knowledge of regular and irregular vowel patterns and decode regular multisyllabic words. 	<ul style="list-style-type: none"> • 1.9 i) Read and reread familiar stories and poems with fluency, accuracy and meaningful expression. • 1.10 h) Read and reread familiar texts with fluency, accuracy and meaningful expression • 2.7 i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression. • 2.8 h) Read and reread familiar texts with fluency, accuracy, and meaningful expression. • 3.5 m) Read with fluency, accuracy, and meaningful expression. • 3.6 m) Read with fluency, accuracy, and meaningful expression. 	<ul style="list-style-type: none"> • K.7- The student will expand vocabulary and use of word meanings. • 1.7- The student will expand vocabulary and use of word meanings. • 2.5- The student will use semantic clues and syntax to expand vocabulary when reading. • 2.6- The student will expand vocabulary and use of word meanings. • 3.4 The student will expand vocabulary when reading 	<ul style="list-style-type: none"> • K.8- The student will demonstrate comprehension of fictional text. • K.9- The student will demonstrate comprehension of nonfiction text. • 1.9, 2.7, 3.6- The student will read and demonstrate comprehension of a variety of fictional texts. • 1.10, 2.8, 3.7- The student will read and demonstrate comprehension of a variety of nonfiction texts.



Science of Reading and Instructional Practices

Key practices that demonstrate research and evidence -based instruction:

- Direct instruction of decoding, encoding, comprehension, and wide reading of literature
- Specific focus on phoneme awareness instruction as well as its connection to encoding and decoding
- Systematic, explicit, and intentional instruction on the spoken and written form of the English language (sound, syllable, morpheme, word)
- Direct and incidental vocabulary instruction using texts to explore word meanings and sentence structure
- Emphasis and intention on building background knowledge and listening comprehension through texts, multimedia, and other print resources that will lead to independent reading comprehension ([Moats, 2020](#)).

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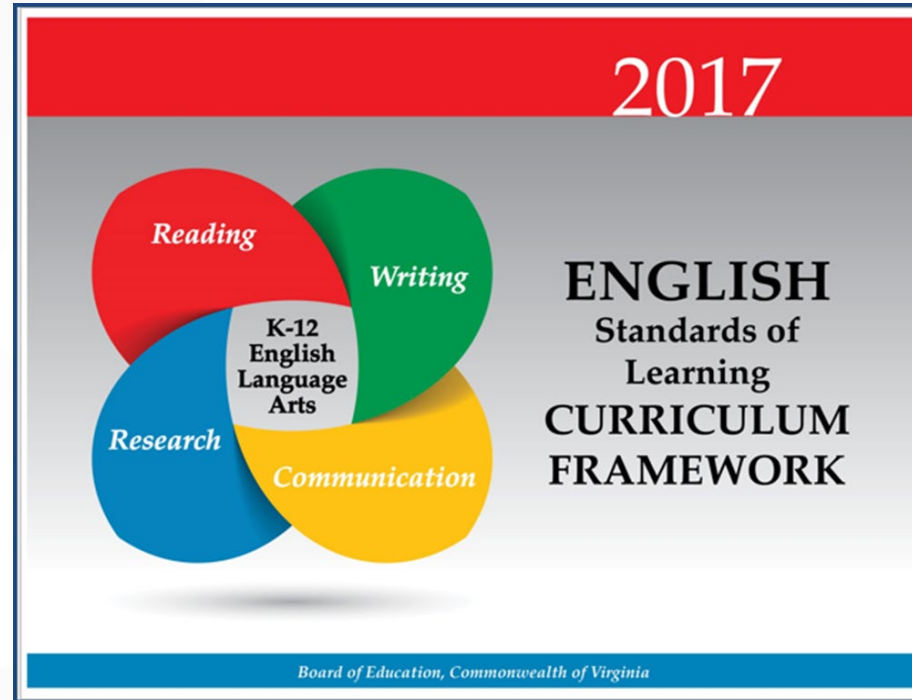
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Comprehensive Literacy in Virginia: K -12 Approach

The VDOE English Program utilizes the term *Comprehensive Literacy* to demonstrate the instructional approach of integrating the four strands of the 2017 *English Standards of Learning* the 2017 *English Standards of Learning Curriculum Framework*, the context of real-world application, and the inclusion of interdisciplinary content and scientific-based research in K-12 English language arts.



Standards of Learning



2017

Reading *Writing*

Research *Communication*

K-12
English
Language
Arts

ENGLISH
Standards of
Learning
**CURRICULUM
FRAMEWORK**

Board of Education, Commonwealth of Virginia



English Skills Spiral

The concepts, skills, and content in English Language Arts **spiral**; teachers should note each grade level builds skills that carry to the following grades. Each grade level within the English Curriculum Framework builds from kindergarten through grade 12, creating a comprehensive instructional tool, which prepares students for success in future postsecondary education and the workplace.

Teachers should review the Curriculum Framework for the scope of learning in each of the strands in previous grades and in the grades to follow.



Setting Example

- 2.7 The student will read and demonstrate comprehension of fictional texts.
- Make and confirm predictions.
 - Connect previous experiences to new texts.
 - Ask and answer questions using the text for support.
 - Describe characters, setting, and plot events in fiction and poetry.

- 5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
- Summarize plot events using details from text.
 - Discuss the impact of setting on plot development.

- 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.
- Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.

- 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.
- Make inferences and draw conclusions using references from the text(s) for support.
 - Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
 - Interpret the cultural or social function of world and ethnic literature.
 - Analyze universal themes prevalent in the literature of different cultures.
 - Examine a literary selection from several critical perspectives.
 - Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.

Comprehensive Literacy: Successful English Instruction -Integrates the Strands

Vocabulary Development

- Specific vocabulary from authentic text
- Content vocabulary from math, science, and social studies

Reading

- Both fiction & nonfiction text
- Text-rich environment with variety of text and media
- Student choice whenever possible

Writing

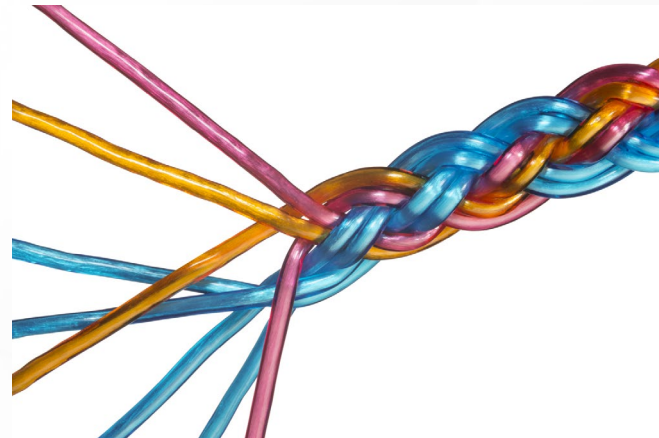
- Writing as a process for a variety of authentic purposes
- Regular writing conferences
- Use of Writing Portfolios

Research

- Ongoing and embedded in the learning process (when applicable)

Communication/Multimodal Literacies

- Opportunities to communicate, collaborate and engage critically with peers and a variety of texts.





English Instruction Effective Practices

- Paired texts
- Use of text-dependent questions
- Use of inference questions
- Use of text-based vocabulary
- Writing components in every lesson
- Frequent research components



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The Virginia Literacy Act



Major Components (1 of 2)

Definitions

- Establishes the definition of evidence -based literacy instruction and science -based reading instruction, terms that serve as the basis of the bill's other new and amendment requirements. (lines 20 -27, 39-44)

Instruction and Intervention Programs

- Requires both the instructional and intervention programs in grades K -3 be aligned with science-based reading research , as set out in a divisionwide literacy plan (part of the divisionwide comprehensive plan). (lines 676-687)
- Maintains the current screening model to identify students with reading deficiencies. Those students identified as in need of intervention services must now have those services documented in a student reading plan. (lines 322 -339)
- Ensures parents are engaged in the development of the student reading plans and have access to resources to support literacy development at home. (lines 358 -359)

Staffing Requirements

- Adds a divisionwide staffing ratio of one reading specialist per 550 students in K -3. (lines 425-435)



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Major Components (2 of 2)

Professional Development and Training

- Requires principals and certain teachers be provided with professional development and training in science-based reading research and evidence-based literacy instruction. (lines 560 -571, 575-584, 615-624)

Teacher Licensure

- Stipulates that the literacy assessment for initial licensure or on an alternate route to licensure with certain endorsements include a rigorous test of science-based reading research and evidence-based literacy instruction. (lines 744-751, 839-844)
- Requires every person seeking initial licensure with certain endorsements complete study in science-based reading research and evidence-based literacy instruction. (lines 803 -808)
- Establishes a microcredential program for earning an add -on reading specialist endorsement. (lines 888-908)

Educator Preparation

- Requires any educator preparation program providing coursework and/or training for certain endorsements or certifications ensure candidates have a program of coursework and demonstrate mastery in science-based reading research and evidence-based literacy instruction. (lines 909 -930)



Virginia's Focus on Literacy

Action steps and resources that support the goals of The Virginia Literacy Act and literacy instruction in the Commonwealth



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2019 NAEP to Now

Virginia's 2019 NAEP Scores are Released

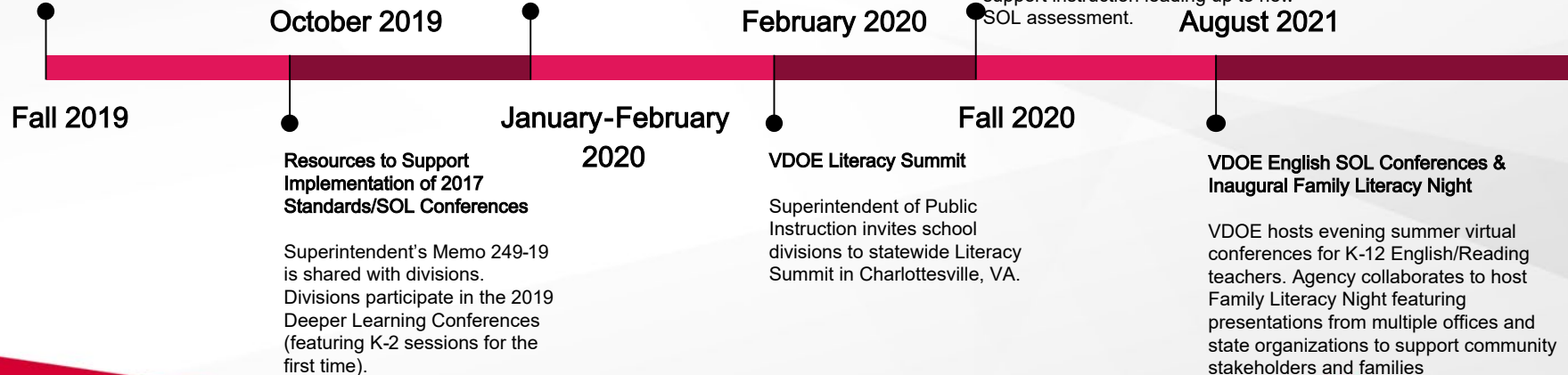
Virginia is one of 17 states that saw declines in performance in fourth-grade reading and one of 31 states that saw declines in eighth grade. Reading performance nationwide was also down in both grades.

VDOE Comprehensive Literacy Webinar Series

The VDOE English Program hosts a series of webinars in collaboration with institutes of higher education, school divisions, and the offices of Assessment, Special Education, and English Learner Instruction to support literacy instruction in the field.

Comprehensive Literacy Webinar Series & Assessment Supports Webinar Series

VDOE English Program hosts an additional series of webinars specific to literacy instruction featuring sessions on virtual instruction, hybrid instruction, etc. Collaboration with Assessment Office on series to support instruction leading up to new SOL assessment.





2019 NAEP to Now Action Steps (1 of 3)

Fall 2019: Virginia's 2019 NAEP Scores are Released [Virginia](#) was one of 17 states that saw declines in performance in fourth-grade reading and one of 31 states that saw declines in eighth grade. Reading performance nationwide was also down in both grades.

October 2019: Resources to Support Implementation of 2017 Standards/SOL Conferences
[Superintendent's Memo #249-19](#) is shared with divisions. Divisions participate in the [2019 Deeper Learning Conferences](#) (featuring K-2 sessions for the first time).

January 2020: Virginia attends CCSSO's National Summit on Literacy in Washington, D.C. [Panel of national level experts](#) share ways to address literacy challenges at the state level.

January- February 2020: VDOE Comprehensive Literacy Webinar Series
The VDOE English Program hosts [a series of webinars](#) in collaboration with institutes of higher education, school divisions, and the offices of Assessment, Special Education, and English Learner Instruction to support literacy instruction in the field.



2019 NAEP to Now Action Steps (2 of 3)

February 2020: VDOE Literacy Summit Superintendent of Public Instruction invites school divisions to statewide [Literacy Summit](#) in Charlottesville, VA.

Summer 2020: VDOE English Program & Assessment teams collaborate to review and provide feedback/public comment on the [2025 NAEP Reading Framework](#)

Fall 2020: Comprehensive Literacy Webinar Series & Assessment Supports Webinar Series
VDOE English Program hosts an additional series of webinars specific to literacy instruction featuring sessions on virtual instruction, hybrid instruction, etc. Collaboration with Assessment Office on [series](#) to support instruction leading up to new SOL assessment.



2019 NAEP to Now Action Steps (3 of 3)

Spring 2021: Professional Development on Demand The VDOE [English Professional Development Packages](#) focus on best practices in K-12 literacy instruction aligned to the 2017 English *Standards of Learning* (SOL). Packages are bundled and sorted by topic for ease of use and focused professional learning.

August 2021: VDOE English SOL Conferences & Inaugural Family Literacy Night VDOE hosts evening summer [virtual conferences](#) for K-12 English/Reading teachers. Agency collaborates to host [Family Literacy Night](#) featuring presentations from multiple offices and state organizations to support community stakeholders and families.

Fall 2021: Utilizing Data to Maximize Literacy Instruction in 2021 -2022 VDOE English staff and Assessment staff to explore using SDBQ data from the Fall 2021 Growth Assessments and formative and summative classroom data to [support literacy instruction](#) in K-12 classrooms.



Next Steps

Continued Initiatives

The VDOE English Program will continue to provide guidance on scientific research and evidence-based practices to support K-12 literacy by creating professional development and resources that align to current legislation and initiatives set forth by the Board of Education and the agency.

Teacher Support through PALS 2.0

The VDOE English Program will continue to collaborate with the University of Virginia and PALS on the revision process for the state-provided early literacy screener to ensure teachers are able to gain the most relevant information about their students that align with evidence-based instructional practices.

Microcredentialing

The VDOE English Program will work with partnering offices to develop microcredentials in support of current legislation. These modules will provide coursework and training to enhance teacher knowledge of scientific research-based instructional practices. Additionally, this work will enhance leaders' understanding of how to

24 support teachers in the development of sound literacy instruction that meets the needs of all learners in Virginia.

Resources

[Board of Education Work Session, March 16, 2022](#)

[Comprehensive Overview of Literacy in Virginia](#)

[Comprehensive Overview of Literacy in Virginia Presentation](#)

[VDOE English Standards of Learning Page](#)

Thank you!



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