

# English SOL Conference

Kindergarten -Grade Two  
August 9 -10, 2021



# Welcome!

TEACHERS  
— are just —  
SUPERHEROES  
◀ in ▶  
DISGUISE

# K-2 ELA SOL Conference Presentations

Monday, August 9th

**6:00-6:55 PM:** VDOE General Session

**7:00-7:55 PM:** *Redefining Balanced Literacy in Primary Classrooms*

Ellen Frackelton  
Tamara Williams

**8:00-8:55 PM:** *The Three /f/'s: Phonemic Awareness, Phonics, and Facing Facts about How We Learn To Read*

Dr. Jennifer McSweeney  
Savannah Campbell

Tuesday, August 10th

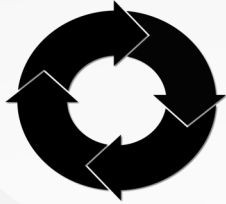
**6:00-6:55 PM:** *It's All Fun and Games-Phonemic awareness*

Carrie Leestma  
Nicole Ball

**7:00-7:55 PM:** *Reflecting on Reading*

Liz Ross  
Maureen Houser

# This Year's Goals for Teaching Literacy



Address literacy instruction using a comprehensive approach



Support early literacy using evidenced based practices



Focus on essential skills in everyday instruction to address unfinished learning



Know where to access resources and guidance



# Comprehensive Literacy

# A Comprehensive Approach to Literacy

Thematic Unit Planning

promotes

Opportunity for:

- Student choice
- Integration of the 4 Strands
- Focus on skills
- Spiral of essential skills
- Background knowledge
- Virginia's 5 C's

promotes

- Relevant topics that interest YOUR students and community
- Current events that are important to YOUR students and community
- Concepts that relate to YOUR students and community
- New ideas, points of view, questions, conversations, self-expression to which YOUR students are unfamiliar



## Variety of Texts

**Highlight  
historical and  
scientific topics**

**Provide common  
understanding and  
background  
knowledge**

**Scaffold for future  
comprehension**

**Explore different  
people, cultures,  
and traditions.**



# Student -driven Research

Allow for exploration of topics within a current theme or unit of study

Make research a part of the learning process through student-generated questions and topics

Provide opportunities that are frequent and ongoing

# Self-expression Through Communication & Writing

**Allow for reflection  
before, during, and  
after reading through  
discussion, drawing,  
and writing**

**Model thinking and  
writing**

**Provide feedback**

**Have variety and  
purpose**

# Comprehensive Literacy Requires Both Sides



- Relevance
- Student interest
- Books students love
- Student choice
- Time in Text
- Foundational Skills
- Performance based learning

- Rigor
- Complex texts
- Grade-level texts
- Distinguished writing
- Intentional text selection
- 5C's
- Standards of Learning



# Best Practices to Support Early Literacy

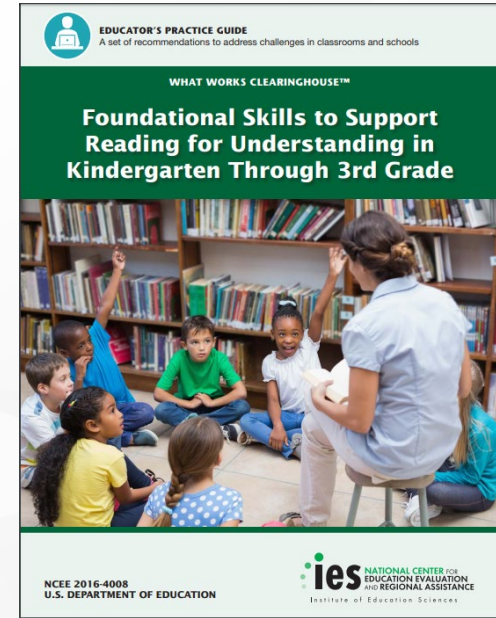
# What Research Says About Foundational Literacy

**Recommendation 1 - Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.**

**Recommendation 2 - Develop awareness of the segments of sound in speech and how they link to letters.**

**Recommendation 3 - Teach students to decode words, analyze word parts, and write and recognize words.**

**Recommendation 4 - Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.**



Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>.

# What Research Says About Phonics

- Explicit and Systematic
- Readiness Skills
- Scope and Sequence
- Blending
- Dictation

- Word Awareness
- High -Frequency Words
- Reading Connected Text
- Building vocabulary and background knowledge

International Literacy Association. (2019). Meeting the challenges of early literacy phonics instruction [Literacy leadership brief]. Newark, DE: Author

# What does this look like?

- Engage in conversations about text
- Prompt students for more details and more complex grammatical structures
- Model asking and answering inferential questions
- Using decodable texts
- Using sound boxes to do word building activities
- Model and practice blending, chunking, and sounding out

- Place hands on chin and paying attention to the number of times their chin moves down as they say words slowly
- Hold up a finger for each syllable as they say a word
- Blending syllables articulated by the teacher into a word
- Once students can break words into syllables, teach them to recognize even smaller units within a syllable, called onsets and rimes.
- Use the vocabulary of the skill



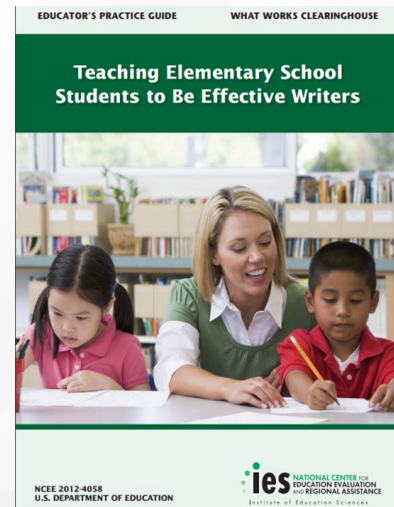
# What Research Says About Writing

**Recommendation 1 -Provide daily time for students to write.**

**Recommendation 2 - Teach students to use the writing process for a variety of purposes.**

**Recommendation 3 - Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.**

**Recommendation 4 - Create an engaged community of writers.**



Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N.(2012).Teaching elementary school students to be effective writers: A practice guide (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx#pubsearch](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch)



# What does this look like?

- Time teaching writing
- Time to engage in writing tasks
- Time to reflect on what they are reading
- Tasks that model and engage students in the writing process
- Gradual release
- Utilize anchor charts to reinforce skills and strategies
- Teach and model pencil and letter formation

- Teach students how to construct sentences
- Provide choice and options
- Share teacher writing
- Opportunities to collaborate with other students
- Opportunities to share student writing
- Giving and receiving feedback from teachers and students

# 2021 PALS Updates

August 6, 2021 MEMO 21721

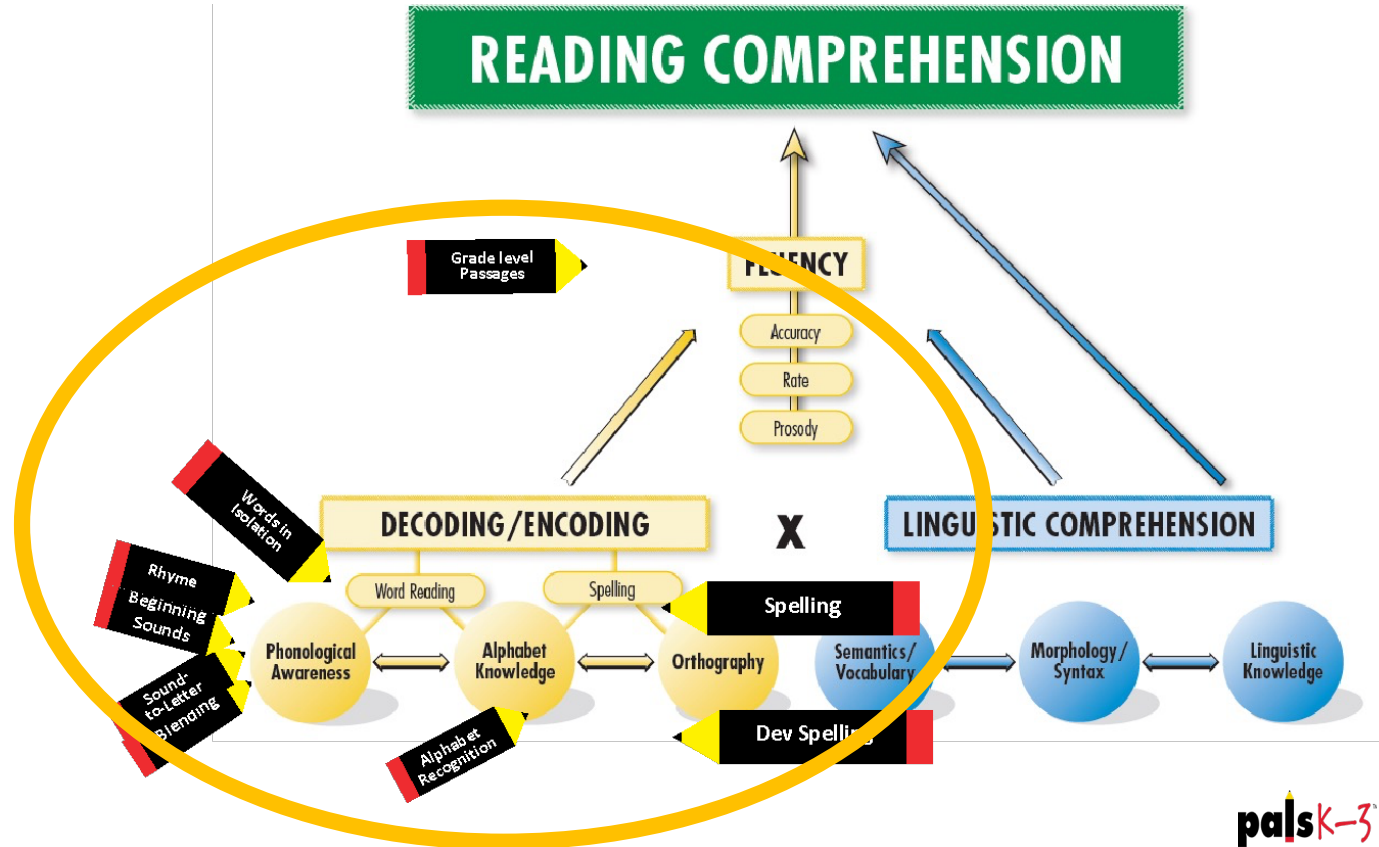
[Future Updates to the Phonological Awareness Literacy Screening \(PALS\)](#) (PDF)

# PALS Revision

## The Big Picture

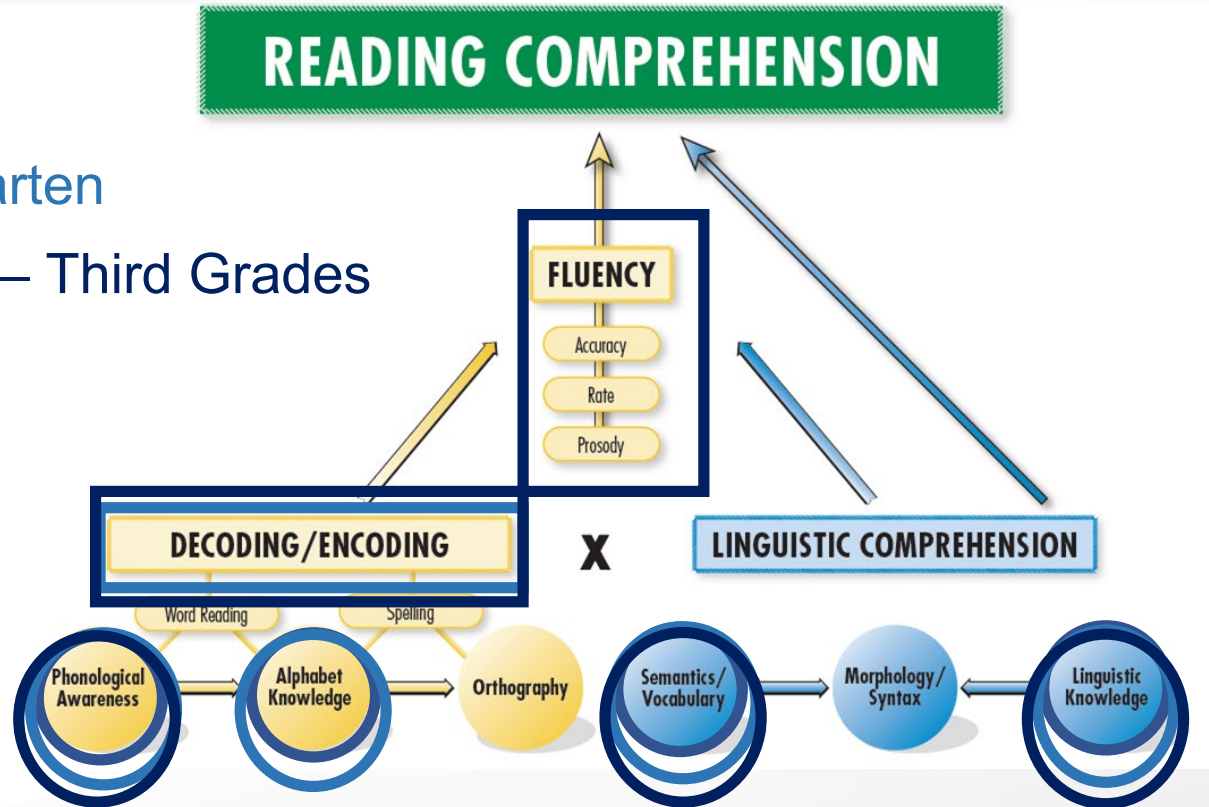
- Bringing PALS -PreK, PALS-K, and PALS 1-3 into alignment with research of science of reading
  - Adding language tasks
  - Revising existing tasks
  - Expanding to include español
- Expanding downward to 3 -year-olds
- Adding vertical alignment so that growth can be measured
- Piloting begins Fall 2021
- Expected in classrooms by Fall 2024

# Current PALS Assessment



PreK  
Kindergarten

First – Third Grades



# PALS Revision Model

## 3- and 4-year-olds

Print Concepts  
Alphabet Knowledge  
Phonological Awareness  
Rapid Automatized Naming (4's)  
Emergent Writing  
Oral Language

## Kindergarten

Alphabet Knowledge  
Phonological Awareness  
Rapid Automatized Naming  
Decoding and Encoding  
Vocabulary and Language

## First Grade-Third Grade

Phonological Awareness  
Rapid Automatized Naming  
Decoding and Encoding  
Oral Reading Fluency  
Vocabulary and Language



PHONOLOGICAL AWARENESS LITERACY SCREENING



## LEARN MORE ABOUT PALS

Visit our Research Findings page to read the latest reports and briefs about PALS, selected peer reviewed publications, and related articles and presentations.



Visit us at <https://pals.virginia.edu/>

# Essential Skills & Instructional Practices





# **“What’s the Best Way to Address Unfinished Learning? It’s Not Remediation, Study Says”**

<https://www.edweek.org/teaching-learning/whats-the-best-way-to-address-unfinished-learning-its-not-remediation-study-says/2021/05>

**Reading:**

- Allow for student choice.
- Provide opportunities for shared and independent reading.
- Focus on specific vocabulary from authentic texts.
- Use, compare, and contrast both fiction and nonfiction grade level texts.
- Provide variety of texts and media.
- Make connections between the intent of the author and the content of the text.

**Research:**

- Provide frequent and ongoing opportunities.
- Embed it in the learning process.
- Make it authentic and meaningful to students.
- Allow for student choice of topic, sources, or products.

# K-12 Instructional Practices

**Students need opportunities to**

- **read daily.**
- **read texts of their choice.**
- **read extended pieces of text and grade level material.**
- **read grade level text daily, including nonfiction and fiction pieces.**

**When students are analyzing ideas in two texts and searching for textual evidence to support their conclusions, they are engaging in deeper learning and thinking critically.**

**Writing:**

- Model writing.
- Use mentor texts to model reading like writers and writing like readers.
- Engage in writing as a recursive process.
- Write for a variety of authentic purposes.
- Provide feedback through conferencing and in writing.

**Communication & Multimodal Literacies:**

- Allow students to communicate their learning through a variety of modalities.
- Engage with an assortment of media that fits within a topic or theme.
- Provide opportunities to communicate, collaborate and engage critically with peers and a variety of texts.

**Reading:**

- Use phonetic principles to read and spell words
- Increase sight word vocabulary
- Focus on specific vocabulary from authentic texts
- Use a variety of fiction and nonfiction texts and media
- Develop phonological awareness skills
- Begin to identify and describe story elements

**Research:**

- Develop an understanding of the research process
- Ask questions about topics of interest
- Gather information using available resources
- Begin to record information to share with others
- Understand that information can be gathered from a variety of sources such as photographs, people, and texts

**K-2**

**Students need opportunities to:**

- **read daily.**
- **read texts of their choice.**
- **read extended pieces of text and grade level material.**
- **read fiction and nonfiction texts.**

**When students are making connections between reading, writing, and communicating, they are engaging in deeper learning and critical thinking.**

**Writing:**

- Build a connection between oral and written language
- Understand that reading and writing develop together
- Write in a variety of forms to communicate ideas
- Begin to see writing as a process
- Use phonetic principles and sight word vocabularies to put ideas and thoughts on paper
- Begin to revise and edit

**Communication & Multimodal Literacies:**

- Develop understanding of language and language structures
- Build and use listening and speaking vocabularies
- Participate in oral language activities (rhymes, songs, and stories)
- Develop rules, skills, and strategies for communication, and collaboration

# Addressing Unfinished Learning



## Virginia Learns Anywhere



### Language Arts Essentials

These resources are helpful for planning purposes as educators explore how best to identify key concepts and make decisions for instruction, remediation, and intervention.

- [Language Arts Essentials](#) (PDF)
- [Language Arts Essentials K-2](#) (PDF)
- [Language Arts Essentials 3-5](#) (PDF)
- [Language Arts Essentials 6-8](#) (PDF)
- [Language Arts Essentials 9-12](#) (PDF)

## LANGUAGE ARTS ESSENTIALS

The concepts of English Language Arts develop over a student's K-12 academic career. While the standards offer grade level specific skills, there are fundamental concepts of literacy that are foundational to development. When teachers promote opportunities for collaboration, communication, and authentic learning experiences, students are engaged in deeper learning and critical thinking.

Students need opportunities to read daily, read texts of their choice, read extended pieces of text and grade level material, and to read fiction and nonfiction texts. When students are making connections between reading, writing, and communicating, they are engaging in deeper learning and critical thinking.

The supports provided on the following pages are to be used for planning purposes as educators explore how best to identify key concepts and make decisions for instruction, remediation, and intervention. These grade level band foundational building blocks and "tires" are visual representations that demonstrate a possible approach to the integration of key concepts, alignment to essential skills, and provide a comprehensive overview of instruction that is necessary to maximize student learning.

## SELECT YOUR GRADE-LEVEL INSPECTION



SCAN  
TO ACCESS  
THESE  
RESOURCES



K-12 ESSENTIALS  
NEXT PAGE





# Virginia Learns Anywhere Language Arts

# Essentials (2 of 3)

## GRADES K-2

### LANGUAGE ARTS ESSENTIALS

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### VDOE LANGUAGE ARTS GARAGE



Develop phonological awareness skills.

#### COMMUNICATION & MULTIMODAL LITERACIES

- Develop understanding of language and language structures.
- Build and use listening and speaking vocabularies.
- Participate in oral language activities (rhymes, songs, and stories).
- Develop rules, skills, and strategies for communication, and collaboration.

Use phonetic principles and sight word vocabularies to put ideas and thoughts on paper.

Gather information using available resources.

Build a connection between oral and written.

#### READING

- Use phonetic principles to read and spell words.
- Increase sight word vocabulary.
- Focus on specific vocabulary from authentic texts.
- Use a variety of fiction and nonfiction texts and media.
- Develop phonological awareness skills.
- Begin to identify and describe story elements.

Participate in oral language activities (rhymes, songs, and stories).

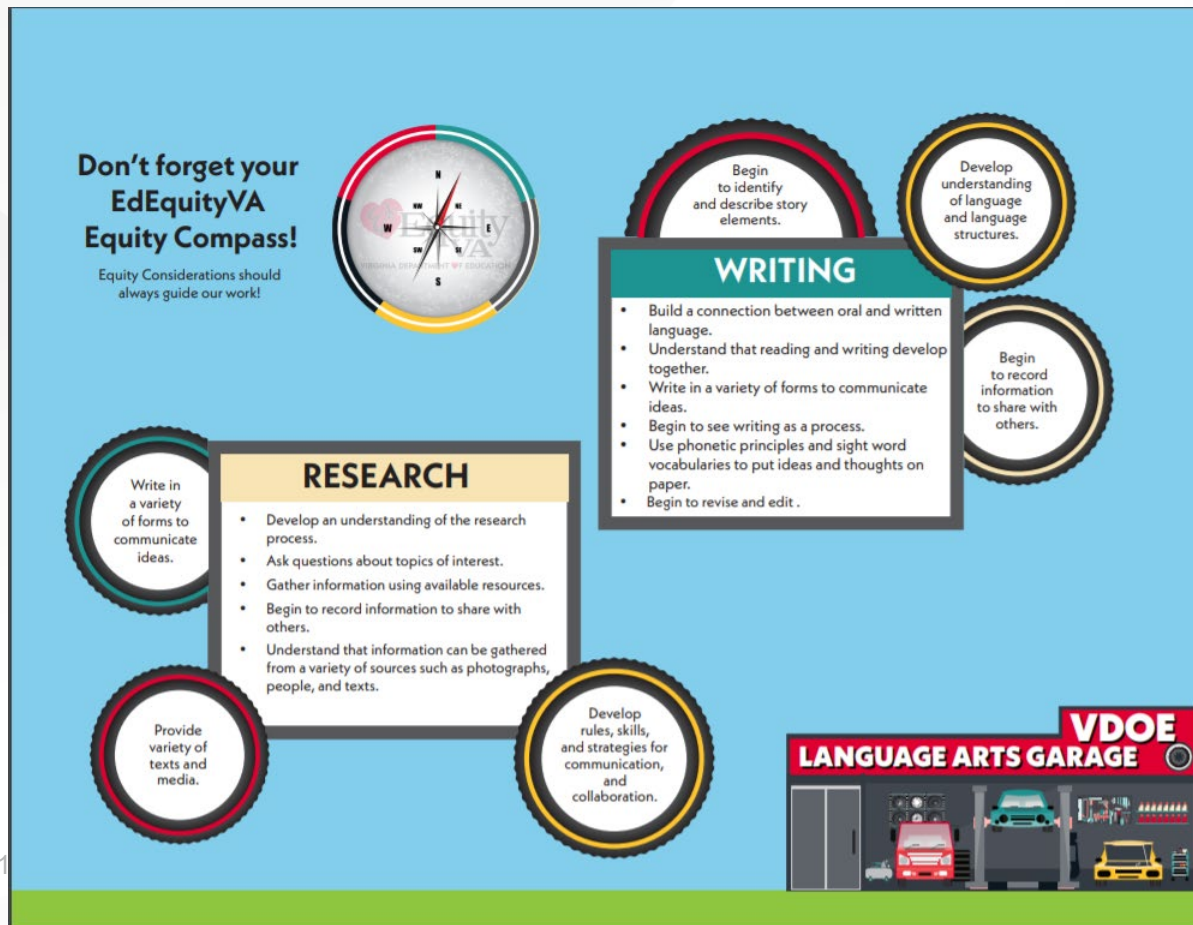
Understand that information can be gathered from a variety of sources, such as photographs.

WRITING & RESEARCH  
NEXT PAGE



# Virginia Learns Anywhere Language Arts

## Essentials (3 of 3)



# Addressing Unfinished Learning -Updated Logs

## English Standard of Learning Instructional Log for Grade 2 2021-2022 School Year

The skills and strategies introduced in the English Standards of Learning spiral from kindergarten to high school and many standards within the English Standards of Learning build in complexity within K-12 instruction. Teachers can use this instructional log to help determine which standards students have had sufficient exposure and experience with in the 2020-2021 academic year and to make decisions regarding when and how experience with new standards might occur moving forward.

Strand	Standard of Learning	Skills covered sufficiently during 2020-2021	Not yet sufficiently covered	Subsequent Grade/Course Connections where skill scaffolding may be necessary	Comments
Reading	2.2c Participate in a variety of oral language activities, including choral speaking and recitation.			3.1,3.2	
	<b>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</b>			3.3	
	2.3a Count phonemes within one-syllable words.			3.3a,b	
	2.3b Blend sounds to make one-syllable words.			3.3a,b	
	2.3c Segment one-syllable words into phonemes.			3.3a,b	
	2.3d Add or delete phonemes to make words.			3.3a,b	
	2.3e Blend and segment multisyllabic words at the syllable level.			3.3	
	<b>2.4 The student will use phonetic strategies when reading and spelling.</b>			3.3a,b	
	2.4a Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.			3.3a,b	
	2.4b Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.			3.3a,b	
	2.4c Decode regular multisyllabic words.			3.3a,b	
	2.4d Apply decoding strategies to confirm or correct while reading.			3.3b	
	<b>2.5 The student will use semantic clues and syntax to expand vocabulary when reading.</b>			3.4	
	2.5a Use information and context clues in the story to read words.			3.4d	
	2.5b Use knowledge of sentence structure to determine the meaning of unknown words.			3.4c,d	
	<b>2.6 The student will expand vocabulary and use of word meanings.</b>			3.4	
	2.6a Use knowledge of homophones.			3.4a	
	2.6b Use knowledge of prefixes and suffixes.			3.4b	
	2.6c Use knowledge of antonyms and synonyms.			3.4b	
	2.6d Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.			3.4e	
	2.6e Use word-reference materials including dictionaries, glossaries and indices.			3.4g	
	2.6f Use vocabulary from other content areas.			3.4f	



# VDOE Supports & Resources



# Learning in Place Texts and Resources

## Learning in Place - Online Resources

The following list contains a few of the many resources that are free to teachers, parents, and students at all times.

### Kindergarten-Grade Two

K-2	Communication	Reading	Writing	Research
<a href="#">Unite for Literacy</a> - Free digital access to picture books for early elementary grades, printed in English with narration available in 47 different languages	N	Y	N	N
<a href="#">National Center for Improving Literacy</a> - information for families and KIDZONE with at home reading activities	Y	Y	Y	N
<a href="#">Starfall</a> - free interactive phonics resources	Y	Y	N	N
<a href="#">Kiddle Search Engine</a> - student-friendly search engine for research	N	N	N	Y
<a href="#">Khan Academy</a> - provides free online lessons in every subject	Y	Y	Y	Y
<a href="#">ReadWriteThink</a> - Free interactive literacy activities	Y	Y	Y	Y
<a href="#">Wonderopolis</a> - student friendly website that promotes research and exploration through sparking student interest and inquiry	N	Y	Y	Y
<a href="#">Librivox</a> - Free, public domain books read by volunteers from around the world that can be downloaded and listened to on any device	N	Y	N	N

# VDOE English Comprehensive Instructional Plans

## Reading

[Reading Skills Progression by Grade](#) (Word)

### Word Knowledge and Vocabulary

#### Grades K-5 Instructional Plans

- [Segmenting and Blending](#) (Word) K.3 1.3
- [Long Vowel Patterns: Vowel Teams](#) (Word) 2.4 3.3
- [Syllable Generalizations: Vowel Teams](#) (Word) 2.3 3.3
- [Word Knowledge-Context Clues](#) (Word) 3.3 3.4
- [Using Context to Determine Meaning of Unfamiliar Words](#) (Word) 3.4 4.4 5.4
- [Context Clues Grades 4-5](#) (Word) 4.4 5.4
- [Identifying Figurative Language](#) (Word) 5.4 6.4
- [Word Solving in Context](#) (Word) 5.4 6.4 7.4 8.4



# Key Features of Comprehensive Literacy Plans (1 of 3)

*English Instructional Plan – Segmenting and Blending K-1*

## Primary Strand: K.3 Reading

### Integrated Strand/s: Communication and Multimodal Literacies K.1, 1.1

#### Essential Understanding:

All students should:

- understand that words are made up of small units of sound and that these sounds can be blended to make a word
- understand that words are made up of syllables
- understand that a spoken sentence is made up of individual words

#### Essential Knowledge, Skills, and Processes:

To be successful with this standard, students are expected to:

- segment a word into individual syllables using strategies including, but not limited to, clapping hands or snapping fingers
- identify and discriminate between sentences, words, and syllables
- identify a word that rhymes with a spoken word
- supply a word that rhymes with a spoken word
- produce rhyming words and recognize pairs of rhyming words presented orally
- generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text
- blend and segment onsets and rimes of spoken words (e.g., /b/- /oat/ = *boat*, *black* = /b/ - /ack/)
- blend and segment multisyllabic words into syllables (e.g., The teacher asks students to say *robot* without the /r/- and students respond with /bot/.)
- blend individual phonemes to make one-syllable words (e.g., /sh/-/i/-/p/= *ship*)
- segment one-syllable words into individual phonemes (e.g., *rat*= /r/-/a/-/t/)
- recognize similarities and differences in beginning and ending sounds of words

#### Primary SOL:

- K.3 d) Blend and segment one-syllable words into phonemes including onset and rime.  
e) Identify words according to shared beginning and/or ending sounds.
- 1.3 c) Blend sounds to make one-syllable words.  
f) Blend and segment multisyllabic words at the syllable level.

#### Reinforced (Related Standard) SOL:

- K.6 d) Identify initial consonant sounds in one-syllable words.
- 1.5 a) Use initial and final consonants to decode and spell one-syllable words.  
b) Use two-letter consonant blends to decode and spell one-syllable words.  
f) Use word patterns to decode unfamiliar words.

**Academic Background/Language:** Students should know that words are made up of different letter sounds put together to form meaning. They should have a firm grasp of rhyming as it is the first component of the phonemic awareness continuum. Students should be able to articulate the difference between a letter name and a letter sound. They should also be able to identify the name of most letters when orally given a sound.

## Materials

- An alphabet book
- (optional) several manipulatives such as beads, erasers, counters, bears, etc. for each student

# Key Features of Comprehensive Literacy Plans (2 of 3)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Read an alphabet book to the class. Ask the students what they notice about all of the words on each page. Open to one of the pages and reread the words. Students should notice that all of the words on the page start with the same letter and same sound.
2. Tell the students that today you will play a game in which you will say three words. Two of the words will have the same beginning sound and one will not. The students' job will be to identify which words have the same beginning sound. Tell the students to hold up one finger if the first choice matches and two fingers if the second choice matches. Model saying the words and then choosing the correct answer. For example say rat: can, rat: robot. Then hold up two fingers to indicate the second choice. Play the game until most students are getting the correct answer on their own. Have students prove their answer by saying the beginning sound.
3. Discuss that this sound can also be called the onset, the consonant(s) before the vowel. Show students by holding up one hand and then the other how you can segment the word rat into the onset and rime /r/ – /at/. Then bring hands together to blend the word the word rat. Practice segmenting and blending one syllable words into their onset and rime.
4. Once students show understanding of segmenting, blending, and onset/rime, introduce to students how to segment and blend individual phonemes using fingers to count, tap, or push the sounds with manipulatives. Model for students /r/-/a/-/t/ showing it has three sounds and then blending the word back together. Practice this concept with students starting with CVC words and progressing to words with digraphs and blends.
5. Begin to ask students about isolated sounds within words they are segmenting. (e.g. What is the final sound in rat? the middle? beginning sound?)



# Key Features of Comprehensive Literacy Plans (3 of 3)

## Assessment (Diagnostic, Formative, Summative)

- As students work, observe and take note of who can easily identify beginning sound matches and who needs more practice.
- Observe students who are able to segment words into individual phonemes and identify the sound.
- Give students a beginning sound match activity to

### Writing Connections:

- This activity is intended to be done orally. However, when students are ready, you could have them write the letter for the sounds that they hear in different words.
- Encourage students to segment words when attempting to write words in daily practice.

### Extensions and Connections (for all students)

- Students can play memory or go fish with picture cards. A match would be two cards with the same beginning sound.
- Have students draw or cut out pictures of items that all start with the same letter. This could become a class ABC book.
- Provide easily decodable text for students to practice blending sounds to decode unfamiliar words.

### Strategies for Differentiation

- Start by using only the beginning letter sounds that are most familiar to the students.
- Use a sentence starter: "This is a \_\_\_\_\_. It starts with the sound \_\_\_\_\_.  
; and both start with the beginning sound \_\_\_\_\_."

# VDOE Professional Development on Demand

## ENGLISH PROFESSIONAL DEVELOPMENT PACKAGES: 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. Through the collaboration of the Student Assessment Office, the Office of Humanities, the Office of English Learner Education and the Office of Special Education, the Virginia Department of Education's goal is to offer timely, relevant, and instructionally sound support to Virginia educators.

### Topics

#### Early Literacy

- [Best Practices in K-2 Reading Instruction](#)
- [K-2 Writing: Integrated Language Arts Instruction](#) (PPT)

#### PALS Supports

- [PALS: How to use reports to inform instructional decisions in your school](#)
- [K-2 Reading: Examining PALS Data to Ensure the Value and Investment of Early Screening](#) (PPT)
- [PALS Support Activities](#)

#### Elementary Reading

- [Best Practices in Grades 3-5 Reading Instruction: The Reading/Writing Connection](#)
- [Comprehensive Literacy-Best Practices for Elementary Reading Blocks](#)
- [Best Practices in K-2 Reading Instruction](#)

#### Middle Education Literacy

- [Reading in the Middle](#)
- [Middle School Writing: Why We Need To Write In Middle School](#) (PPT)
- [Middle School Writing: Middle Schoolers Can Write](#) (PPT)
- [Secondary Writing: Reflective Writing](#) (PPT)

#### Interdisciplinary Instruction

- [Webinar: Interdisciplinary Collaboration: Integrating the English standards into other content areas](#)
- [Killing Two Birds with One Stone: An Innovative Approach to Teaching English and Government](#) (PPT)
- [Balanced Assessment: Middle School Writing in the History Classroom](#)
- [Instructional Plans:](#)

#### Virtual/Hybrid Learning

- [Integrating the Four Strands in a Hybrid Model](#)
- [K-5 Remote Learning Instructional models](#) (PDF)
- [VDOE Virtual Learning Hub](#)

#### Learning in Place

- [Routines and Structures for Learning in Place](#)
- [Best Practices for Literacy Learning in Place](#)

#### Integrated Instruction

- [Interdisciplinary Collaboration: Integrating the English Standards into other Content Areas](#)
- [Digging In to Get the Learning Out: Paired Passages as Part of an Integrated Unit Grades 3-5](#) (PPT)
- [Integrating Strands Using Thematic Planning](#) (PPT)
- [How Can I Teach It All? How Can I](#)



# VDOE English Comprehensive Literacy Webinars

## COMPREHENSIVE LITERACY WEBINAR SERIES

The Comprehensive Literacy Webinar Series focuses on best practices in literacy instruction and resources available to school divisions. Through the diverse expertise of our partners and presenters, the Virginia Department of Education's goal is to offer timely, research-based, and instructionally sound sessions to Virginia educators.

### 2020-2021

Topic	Purpose & Description	Date & Registration Link	Materials
Routines and Structures for Learning in Place	Join us as we share best practices for establishing and maintaining routines and structures for learning in place. This webinar will also explore how to create at home learning spaces and review available resources to support students, families, and local school division communities.	Thursday, September 3rd at 3:00 p.m.	<ul style="list-style-type: none"> <li><a href="#">Webinar Recording</a></li> <li><a href="#">Presentation</a> (PPT)</li> </ul>
Best Practices for Literacy Learning in Place	In this session, we will review best practices for literacy instruction and methods of virtual learning; and address considerations for planning and focus areas of instruction in a variety of learning environments.	Thursday, September 10th at 3:00 p.m.	<ul style="list-style-type: none"> <li><a href="#">Webinar Recording</a></li> <li><a href="#">Presentation</a> (PPT)</li> <li><a href="#">Remote Implementation of Rich English Language Arts Tasks</a> (Word)</li> </ul>
Elementary: Social & Emotional Learning and Reading	Elementary: Participants will learn how to create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development. Specific strategies and considerations will be shared for how English teachers can enhance instructional practices to embed SEL into their curriculum and lesson plans.	Thursday, September 17th at 3:00 p.m.	<ul style="list-style-type: none"> <li><a href="#">Webinar Recording</a></li> <li><a href="#">Presentation</a> (PPT)</li> </ul>
Secondary: Social & Emotional Learning and Reading	Secondary: Participants will learn how to create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development. Specific strategies and considerations will be shared for how English teachers can enhance instructional practices to embed SEL into their curriculum and lesson plans.	Thursday, September 24th at 3:00 p.m.	<ul style="list-style-type: none"> <li><a href="#">Webinar Recording</a></li> <li><a href="#">Presentation</a> (PPT)</li> </ul>
Assessment Supports for 2020-2021	The English Instruction Office will collaborate with the Office of Student Assessment to provide supports and best practices for English instruction leading up to end of year assessments.	Thursday, October 1st at 3:00 p.m. Visit <a href="#">Assessment Supports for 2020-2021 Literacy Webinar Series</a> for additional assessment resources.	<ul style="list-style-type: none"> <li><a href="#">Webinar Recording</a></li> <li><a href="#">Presentation</a> (PPT)</li> </ul>
Integrating the Four Strands in a Hybrid Model	Join us as we explore effective ways to integrate the strands of communication, reading, writing, and research in a hybrid instructional model. We will look at how to maximize instructional time and resources to support student comprehension and growth in reading.	Thursday, October 8th at 3:00 p.m.	<ul style="list-style-type: none"> <li><a href="#">Webinar Recording</a></li> <li><a href="#">Presentation</a> (PPT)</li> </ul>





# Virginia Association of Teachers of English Annual Conference



## Conference Registration

October 8 & 9  
Charlottesville, VA

# Annual Conference - March 17-19 Crystal City, VA



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VIRGINIA DEPARTMENT  F EDUCATION

## *VIRTUAL* FAMILY LITERACY **NIGHT**

Tuesday, August 31, 2021  
6-9p.m.





# Thank You!

# Stay Connected!

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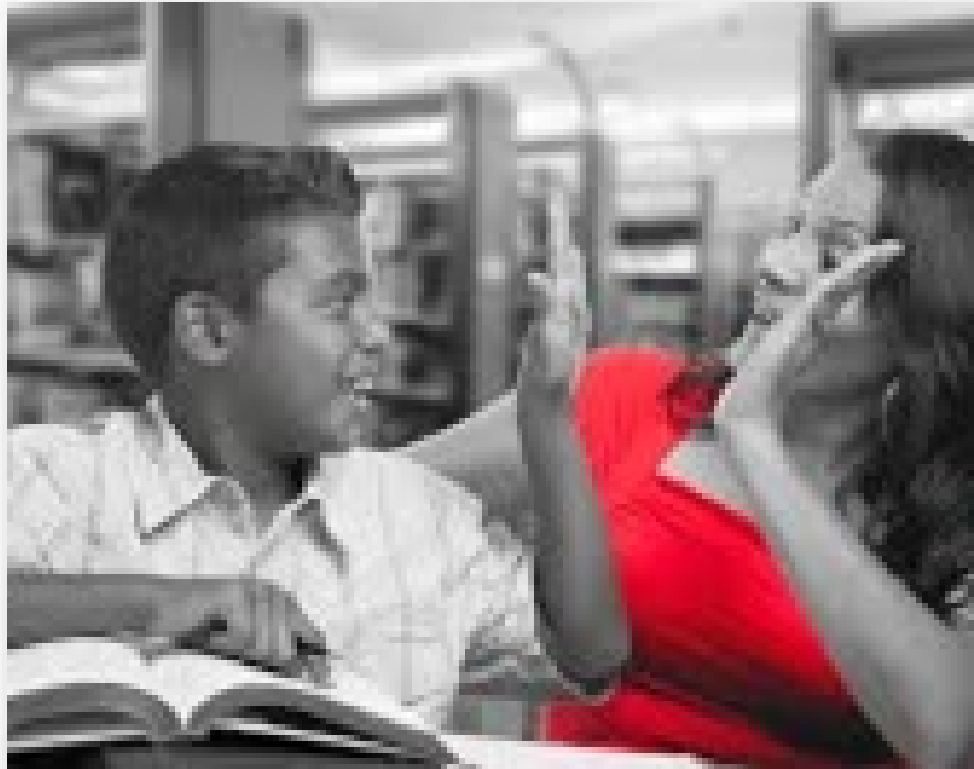
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