# English SOL Conference

## Grades 3 -5
## August 11-12, 2021

# Welcome!

# 3-5 ELA SOL Conference Presentations

**Wednesday, August 11th**

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

**7:00-7:55 PM:** *Teaching With Urgency - Getting the MAX out of Instruction*
Annette Conley
Jen Haws

**8:00-8:55 PM:** *The Power of Annotating: A Strategy for Better Comprehension*
Sheila Sousa-Lintecum
Anita Semones

**Thursday, August 12th**

**6:00-6:55 PM:** *Integrating interdisciplinary Content Into Everyday Literacy Experiences*
Angela Brandt
Noreen Ingram

**7:00-7:55 PM:** *Developing Thinking in Upper Elementary Grades: Combining the Persuasive Mode of Writing with Iterative Reading, Research, and Discussion*
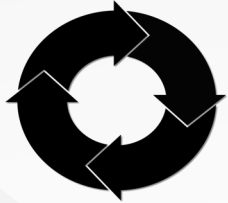Tammy Williams
Alison Mosko

**8:00-8:55 PM:** *Engaging ALL Learners In Text: Scaffolding Grade Level Texts*
Barbara Lynn Smith
Emily McMillen

# This Year's Goals for Teaching Literacy

Address literacy instruction using a comprehensive approach

Discuss how new growth measures can serve as a tool to support teaching and learning

Focus on essential skills in everyday instruction to address unfinished learning

Know where to access resources and guidance

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# Comprehensive Literacy

# A Comprehensive Approach to Literacy

Thematic Unit Planning

**promotes** →

Opportunity for:

- 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

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

← **promotes**

# Variety of Texts

Highlight significant historical and scientific concepts

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

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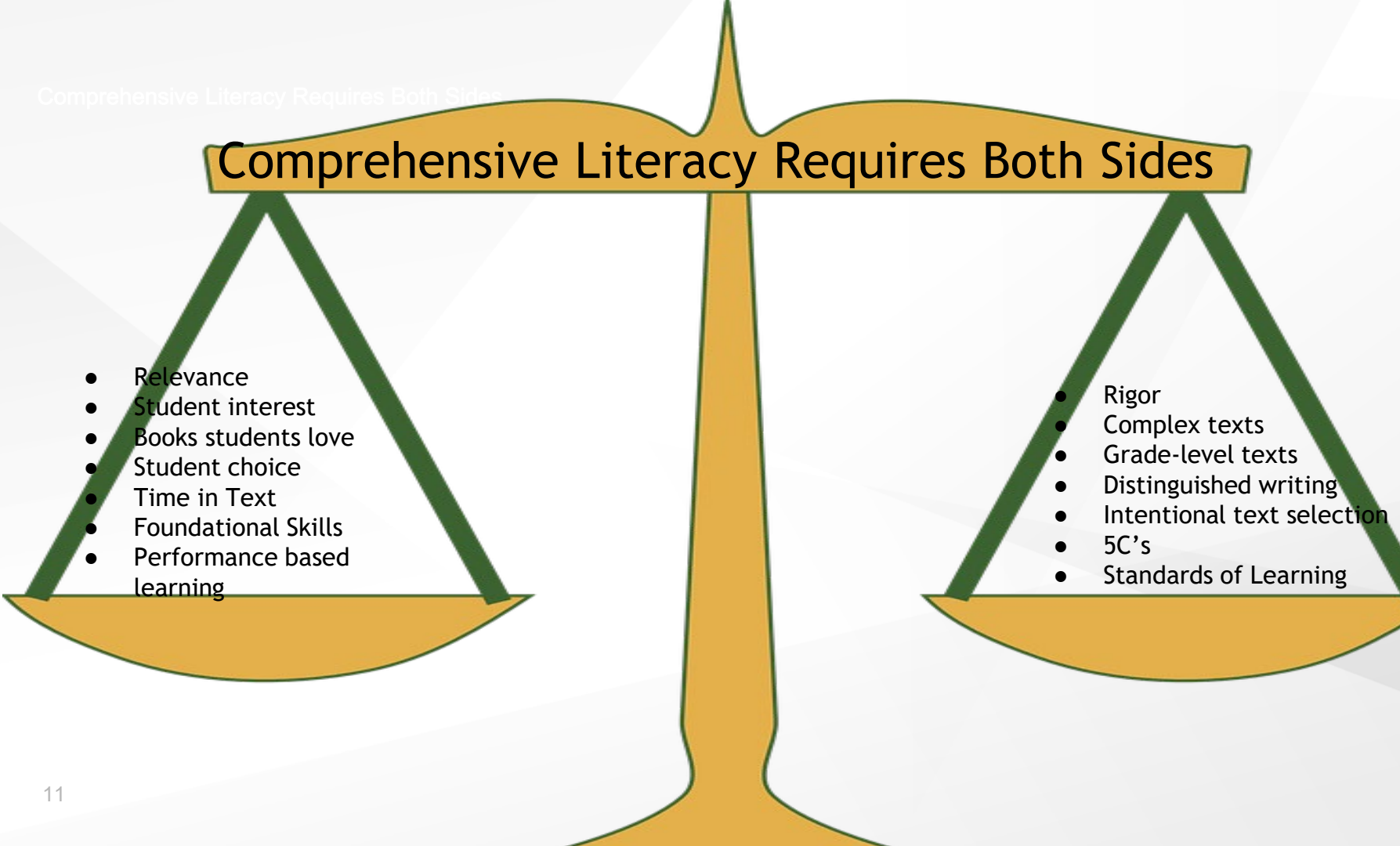# Self-expression Through Communication & Writing

**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

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Updates from the Office of Assessment

# Fall Growth Assessments 2021-2022

# Introduced through Legislation

- Legislation passed in the 2021 General Assembly (HB2027 and SB1357) requires the implementation of "through year" growth assessments in reading and mathematics in grades 3-8.

- In 2021-2022, the legislation calls for the administration of a fall assessment and a spring assessment in grades 3-8 reading and mathematics to measure growth.

- Full implementation of the legislation will occur in 2022-2023 with assessments in these content areas and grade levels occurring three times during the year: fall, mid-year, and spring.

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# Implementation of Growth Assessments in 2021-2022 (1 of 2)

- To ensure that the assessments administered for this purpose are aligned to the Standards of Learning (SOL), the Virginia Department of Education (VDOE) has developed shorter computer adaptive tests (CAT) using existing SOL test items.

- In Fall 2021 ONLY, the assessments administered to students will be based on the previous grade level's content to aid in the identification of unfinished learning from 2020-2021 due to the pandemic.

- Students enrolled in grades 4-8 reading and mathematics will take Growth Assessments based on content from the previous grade level
  - For example:
    - Most* 7th graders will take tests based on 6th grade content.
    - Most* 6th graders will take tests based on 5th grade content.
      * Excludes students who took an accelerated math course in spring 2021

- Students in grade 3 taking online Growth Assessments will be assessed with grade 3 SOL test items that are primarily focused on content covered in grade 2.

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# Implementation of Growth Assessments in 2021-2022 (2 of 2)

- Online computer adaptive tests will be administered to most students. The SOL test blueprints have been reduced proportionally to develop these online Growth Assessments.
  - The 3-8 Reading tests range between 17 to 19 items.
  - The 3-8 Mathematics tests range between 20 to 25 items.

- Paper tests will be administered when there is a documented need. This includes braille, large-print, and regular paper tests. For fall 2021 only, the paper tests will be the full length SOL tests from the previous year.

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- The normally occurring SOL CAT assessments administered in grades 3-8 reading and mathematics in spring 2022 will serve as the growth assessment and the summative assessment for accountability.

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# Growth Assessments: A Different Purpose

- A Potential Message for Students
  - There is no passing or failing score for the reading and mathematics tests you will be taking this fall.
  - This test will help your teacher know what you can do well and what you need extra practice with during this school year.
  - Do your best to answer the questions you are asked. If you are unsure how to answer a question, pick the answer that you think is best and move to the next question.
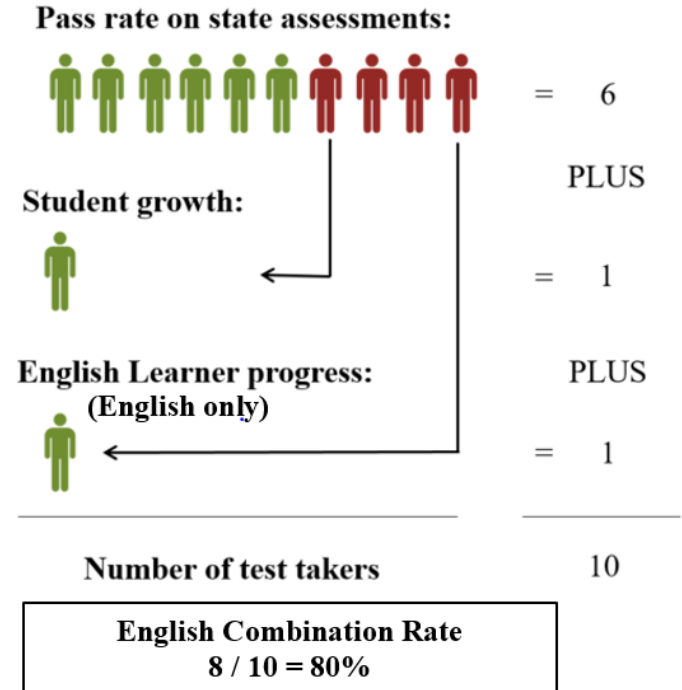
# Measuring Growth

In Spring 2022

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# Use of Growth in Accreditation: Combined Rate Example

A student will be counted in the numerator of the English or mathematics combined rate if:

- The student passes the assessment(s); or
- The student does not pass the reading or mathematics assessment but demonstrates growth; or
- For the English rate only, the student does not pass the reading assessment or demonstrate growth, but is an EL and demonstrates progress as measured by the ACCESS for ELLs 2.0 assessment.

**Pass rate on state assessments:**

= 6

PLUS

**Student growth:**

= 1

PLUS

**English Learner progress:**
**(English only)**

= 1

**Number of test takers**          10

**English Combination Rate**
**8 / 10 = 80%**

# Measurement of Growth

- For the 2021-2022 school year growth will be measured by comparing the spring 2022 SOL scores against either the spring 2021 SOL scores or the scores from the new fall 2021 growth assessments. The comparison that shows the greater growth will be used for accreditation.

- Growth after the 2022-2023 school year will be computed using scores from both the beginning and middle of the year growth assessment and comparing them to the spring 2023 assessments. The specific growth methodology to be used in 2022-2023 and beyond has not yet been determined.

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# Looking Ahead to 2022-2023

# Growth Assessments in 2022-2023 (1 of 2)

- Full implementation of the legislation is scheduled to occur in the 2022-2023 school year.

- Grades 3-8 Reading and Mathematics Growth Assessments will begin to be administered twice during the school year.
  - This will include once in fall 2022 and once in mid-year or winter 2022-2023.
  - The normally occurring spring computer adaptive test will also be administered.

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# Growth Assessments in 2022-2023 (2 of 2)

- Students taking an online test will take a computer adaptive test for the level of the 3-8 reading and mathematics courses in which they are enrolled. Blueprints for these tests will be based on the SOL test blueprints but will be proportionally shorter.

- The computer adaptive test algorithm will administer test items at that level or off-grade level as needed. Available items will cover SOL content for grades 3-8. Items covering content below grade 3 are being developed and will be field tested as part of the grade 3 assessments in fall 2022.

- Shorter paper tests will be developed for use in 2022-2023 by students needing to complete a paper test.

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# Questions?

# 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

# K-12 Instructional Practices

## 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.

**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.

# 3-5

## Reading:

- Read a variety of fiction and nonfiction texts
- Compare and contrast fiction and nonfiction texts
- Explain plot development and conflict and resolution
- Expand vocabulary through authentic texts
- Understand that authors craft and structure their writing to convey meaning
- Apply word analysis skills

## Research:

- Identify and use appropriate resources to complete a research product.
- Synthesize information in oral, visual, or multimodal products.
- Develop skills for evaluating relevance and reliability of information.
- Integrate information while avoiding plagiarism.

**Students need opportunities to**

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

**When students are comparing and contrasting across texts and genres and responding through writing and multimodal presentations, they are engaging in deeper learning and critical thinking.**

## Writing:

- Develop reading and writing together.
- Use the writing process to plan, develop and edit writing in a variety of forms
- Begin writing multiparagraph compositions
- Begin to create tone and voice.
- Write about what is read
- Understand that authors craft and structure their writing to convey meaning

## Communication & Multimodal Literacies:

- Increase communication and collaboration skills
- Contribute to discussions, communicate ideas and opinions, and show value for others' contributions
- Develop skills for organizing, expressing, and presenting ideas or information
- Begin to create interactive multimodal presentations

# 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)

**Don't forget your EdEquityVA Equity Compass!**

Equity Considerations should always guide our work!

Understand that authors craft and structure their writing to convey meaning.

Begin to create interactive multimodal presentations.

## WRITING

- Develop reading and writing together.
- Use the writing process to plan, develop and edit writing in a variety of forms.
- Begin writing multiparagraph compositions.
- Begin to create tone and voice.
- Write about what is read.
- Understand that authors craft and structure their writing to convey meaning.

Integrate information while avoiding plagiarism.

Use the writing process to plan, develop, and edit writing in a variety of forms.

## RESEARCH

- Read a variety of fiction and nonfiction texts.
- Compare and contrast fiction and nonfiction texts.
- Explain plot development and conflict and resolution.
- Expand vocabulary through authentic texts.
- Understand that authors craft and structure their writing to convey meaning.
- Apply word analysis skills.

Understand that authors craft and structure their writing to convey meaning.

Develop skills for organizing, expressing, and presenting ideas or information.

**VDOE LANGUAGE ARTS GARAGE**

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English *Standard of Learning* Instructional Log for Grade 4
2019-2020 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 prior to March 13, 2020 and to make decisions regarding when and how experience with new standards might occur moving forward.

| Reading | 4.4 The student will expand vocabulary when reading. | | | | 5.4 | |
| | 4.4a Use context to clarify meanings of unfamiliar words. | | | | 5.4a | |
| | 4.4b Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. | | | | 5.4c | |
| | 4.4c Use word-reference materials. | | | | 5.4e | |
| | 4.4d Use vocabulary from other content areas. | | | | 5.4f | |
| | 4.4e Develop and use general and specialized vocabulary through speaking, listening, reading, and writing. | | | | 5.4f | |
| | 4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. | | | | 5.5 | |
| | 4.5a Describe how the choice of language, setting, and characters contributes to the development of plot. | | | | 5.5b | |
| | 4.5b Identify the theme(s). | | | | 5.5d | |
| | 4.5c Summarize events in the plot. | | | | 5.5a | |
| | 4.5d Identify genres. | | | | 5.5f | |
| | 4.5e Identify the narrator of a story and the speaker of a poem. | | | | 5.5g | |
| | 4.5f Identify the conflict and resolution. | | | | 5.5e | |
| | 4.5g Identify sensory words. | | | | 5.5i | |
| | 4.5h Draw conclusions/make inferences about text using the text as support. | | | | 5.5j | |
| | 4.5i Compare/contrast details in literary and informational nonfiction texts. | | | | 5.5l | |
| | 4.5j Identify cause and effect relationships. | | | | 5.5k | |
| | 4.5k Use reading strategies throughout the reading process to monitor comprehension. | | | | 5.5m | |

# VDOE
# Supports & Resources

# Learning in Place Texts and Resources

### Grades Three-Five

| 3-5 | Communication | Reading | Writing | Research |
|---|:---:|:---:|:---:|:---:|
| Unite for Literacy [↗]- Free digital access to picture books for early elementary grades, printed in English with narration available in 47 different languages | N | Y | N | N |
| National Center for Improving Literacy [↗]- information for families and KIDSZONE with at home reading activities | Y | Y | Y | N |
| Starfall [↗]- free interactive phonics resources | Y | Y | N | N |
| CommonLit [↗]- Free collection of fiction and non-fiction texts, leveled and arranged by theme | N | Y | Y | Y |
| Kiddle Search Engine [↗]- student-friendly search engine for research | N | N | N | Y |
| Khan Academy [↗]- provides free online lessons in every subject | Y | Y | Y | Y |
| ReadWriteThink [↗]- Free interactive literacy activities | Y | Y | Y | Y |
| Wonderopolis [↗]- student friendly website that promotes research and exploration through sparking student interest and inquiry | N | Y | Y | Y |
| LibriVox [↗]- 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 |
| Couch Academy [↗]- VDOE curated resources from Virginia Museums | N | Y | N | Y |

# VDOE English Comprehensive Instructional Plans

## Reading

Reading Skills Progression by Grade (Word)

### Grades 2-5 Instructional Plans

- Describing Characters (Word)  2.7   3.5
- Identifying Theme (Word)  2.7   3.5
- Retelling: Bridging to Summarizing (Word)  2.7   3.5
- Story Elements: Plot Grades 2-3 (Word)  2.7   3.5
- Characterization: Grade 4 (Word)  4.5
- Characterization: Character Development Grade 5 (Word)  5.5
- Story Elements and Plot (Word)  4.5   5.5
- Summarizing: Grades 4-5 (Word)  4.5   5.5
- Identifying Theme and Lessons Learned (Word)  4.5   5.5
- Tone and Voice (Word)  5.7
- Making, Confirming & Revising Predictions (Word)  3.5
- Summarizing Fiction (Word)  3.5   4.5   5.5

*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* = /bl/-/ack/)
- blend and segment multisyllabic words into syllables (e.g., The teacher asks students to say *robot* without the /ro-/ 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.

ᵛ **Materials**

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

**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?)

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## 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 t

**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 segments 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 Assessment Supports Webinar Series

## ASSESSMENT SUPPORTS FOR 2020-2021 LITERACY WEBINAR SERIES

The Assessment Supports for 2020-2021 Webinar Series focuses on best practices in K-12 literacy instruction aligned to the 2017 English *Standards of Learning* (SOL) with a specific focus on the Grades 3-8 and EOC courses.  Through the collaboration of the Student Assessment Office and the Office of Humanities, the Virginia Department of Education's goal is to offer timely, relevant, and instructionally sound support to Virginia educators.

### 2020-2021

| Topic | Date & Registration Link | Recorded Webinars and PowerPoint Presentations |
|---|---|---|
| Assessment Supports for 2020-2021 | October 1, 2020 | • ▶ Webinar Recording<br>• Presentation (PPT) |
| Assessment Supports: Grade Three Reading | October 13, 2020 | • ▶ Webinar Recording<br>• Presentation (PPT)<br>• Annotated Passage (Word) |
| Assessment Supports: Grade Four Reading | October 15, 2020 | • ▶ Webinar Recording<br>• Presentation (PPT)<br>• Annotated Passage (Word) |
| Assessment Supports: Grade Five Reading | October 16, 2020 | • ▶ Webinar Recording<br>• Presentation (PPT)<br>• Annotated Passage (Word) |

# 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. | • Webinar Recording<br>• Presentation (PPT) |
| 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. | • Webinar Recording<br>• Presentation (PPT)<br>• Remote Implementation of Rich English Language Arts Tasks (Word) |
| 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. | • Webinar Recording<br>• Presentation (PPT) |
| 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. | • Webinar Recording<br>• Presentation (PPT) |
| 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.<br>Visit Assessment Supports for 2020-2021 Literacy Webinar Series for additional assessment resources. | • Webinar Recording<br>• Presentation (PPT) |
| 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 a skills-based course. | Thursday, October 8th at 3:00 p.m. | • Webinar Recording<br>• Presentation (PPT) |

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# Virginia Association of Teachers of English
## Annual Conference



## Conference Registration

October 8 & 9
Charlottesville, VA

# [Annual Conference](#) - March 17-19 Crystal City, VA

# Subscribe to TeacherDirect!

# Join us for Family Literacy Night



VIRGINIA DEPARTMENT ♥F EDUCATION

VIRTUAL
FAMILY
LITERACY
NIGHT

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

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# Stay Connected!

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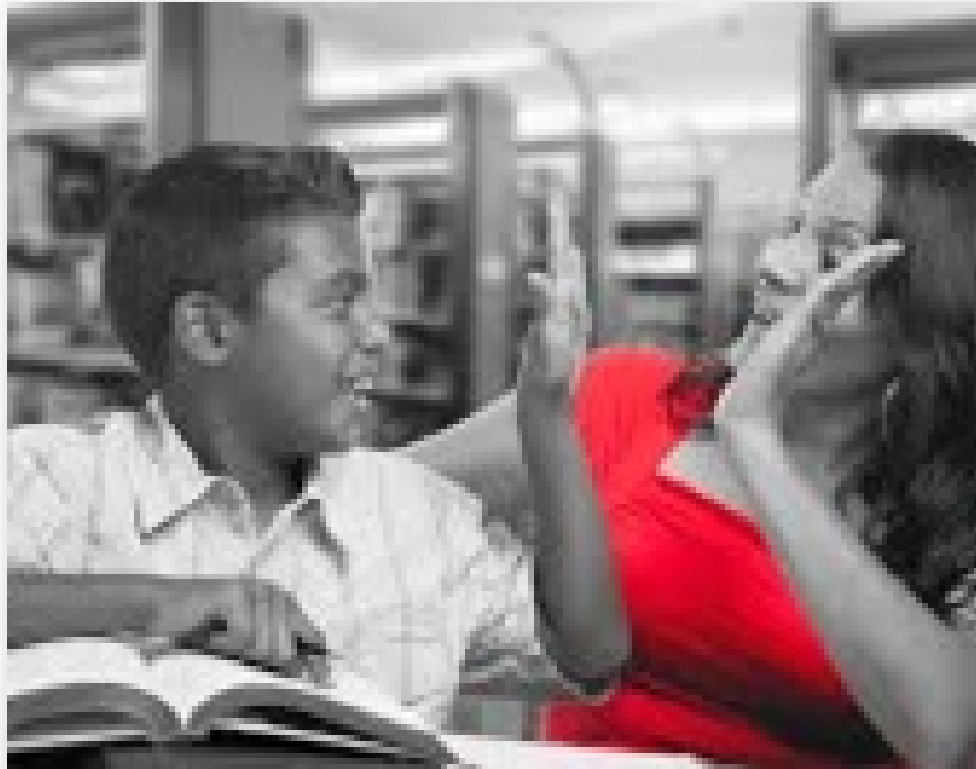Carmen.Kurek@doe.virginia.gov

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