# English SOL Conference

## Grades 6 -8
## August 16-17, 2021

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Welcome!

# 6-8 ELA Conference Presentations

| Monday, August 16th | Tuesday, August 17th |
|---|---|
| **6:00-6:55 PM:** VDOE General Session | **6:00-6:55 PM:** *Student Voice & Choice to Support Authenticity in Interdisciplinary Literacy* |
| **7:00-7:55 PM:** *Do Words Matter?* | Meg Dombro |
| Jeanine Maddox | Victoria Begg |
| Angela McClure | |
| | **7:00-7:55 PM:** *Elevating Student Voice Through Guided Inquiry* |
| **8:00-8:55 PM:** *The Power of Short Stories in Teaching Secondary Reading and Writing* | Adria Merritt |
| Michelle Picard | Patrice Lambusta |
| Heidi Walsh | |
| | **8:00-8:55 PM:** *Implementing Performance Tasks with Integrated Strands* |
| | Kendall Hunt |
| | Kaytlin Yachim |

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# This Year's Goals for Teaching Literacy
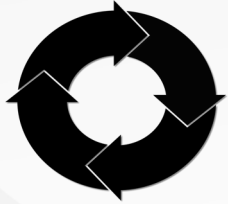
Address literacy instruction using a comprehensive approach

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

# 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**

# Diverse Texts

**Reflect timely, real-world experiences, situations, and current events**

**Reflect diverse stories and characters that represent cultures of students in your community.**

**Introduce stories, characters, people, and current events that represent cultures from around the world.**

**Provide opportunity for exploration of people, cultures, worlds, and topics.**

# Variety In Texts

Paired Text and Text Sets Allow for:

- Variety of books, plays, articles, poems, functional text, graphics, or digital media

- Compare and contrast and analysis of texts to increase the level of thinking

- Student choice whenever possible

- Focus on a common theme or topic that fits history and social science or science content

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# Student -driven Research

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

Provide opportunities that are frequent and ongoing

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

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# Self-expression through Communication & Writing

Allow students to reflect by talking and writing on what they read

Allow students to use authors as models

Model writing for your students

Allow students to engage in the writing process.

Provide feedback

Variety and Purpose

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# 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

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.

# 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.

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# Measuring Growth

In Spring 2022

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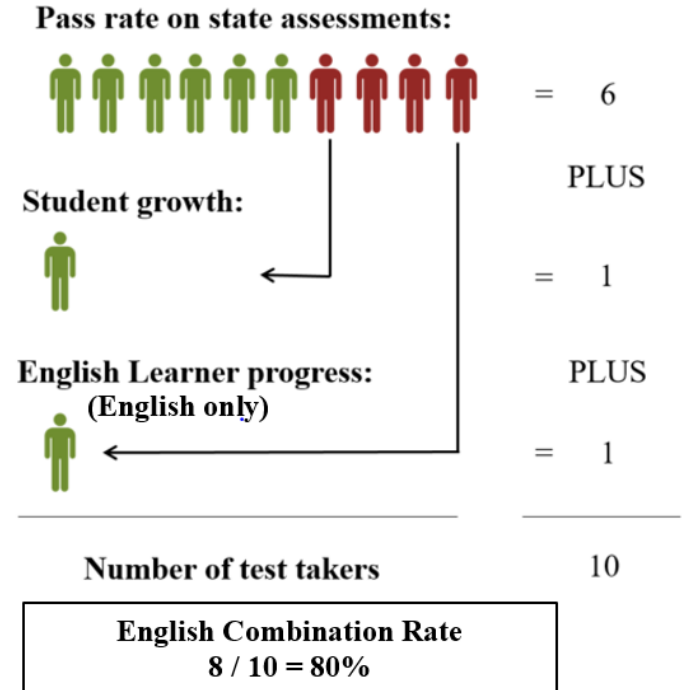
# Use of Growth in Accreditation: Combined Rate Example

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

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# 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.

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# Reading:

- Read a variety of fiction and nonfiction texts
- Continue to expand vocabulary and begin the study of word origins
- Continue to compare fiction and nonfiction texts
- Analyze figurative language and literary elements
- Analyze elements of texts that are critical to technical reading and writing

# Research:

- Find, evaluate, and select appropriate resources for a multimodal research project
- Evaluate the validity and authenticity of the multiple sources
- Apply research techniques to quote, summarize, and paraphrase findings
- Cite primary and secondary sources and follow ethical guidelines for using information

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:

- Plan, draft, revise, edit in a variety forms
- Write multiparagraph compositions with an emphasis on organization and unity
- Begin to develop thesis statement that states a position
- Develop control over the conventions of writing
- Write about what is read
- Continue to develop reading and writing together

# Communication & Multimodal Literacies:

- Work collaboratively as both a facilitator and a contributor
- Create multimodal presentations individually and in collaborative groups.
- Interpret, evaluate, analyze, develop, and produce media messages
- Build and reflect on interpersonal communications skills

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# 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)

## GRADES 6-8
### 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.

**VDOE**
**LANGUAGE ARTS GARAGE**

Analyze figurative language and literary elements.

Find, evaluate, and select appropriate resources for a multimodal research project.

**COMMUNICATION & MULTIMODAL LITERACIES**

- Work collaboratively as both a facilitator and a contributor.
- Create multimodal presentations individually and in collaborative groups.
- Interpret, evaluate, analyze, develop, and produce media messages.
- Build and reflect on interpersonal communication skills.

Plan, draft, revise, and edit in a variety of forms.

Continue to develop reading and writing.

Build and reflect on interpersonal communication skills.

**READING**

- Read a variety of fiction and nonfiction texts.
- Continue to expand vocabulary and begin the study of word origins.
- Continue to compare fiction and nonfiction texts.
- Analyze figurative language and literary elements.
- Analyze elements of texts that are critical to technical reading and writing.
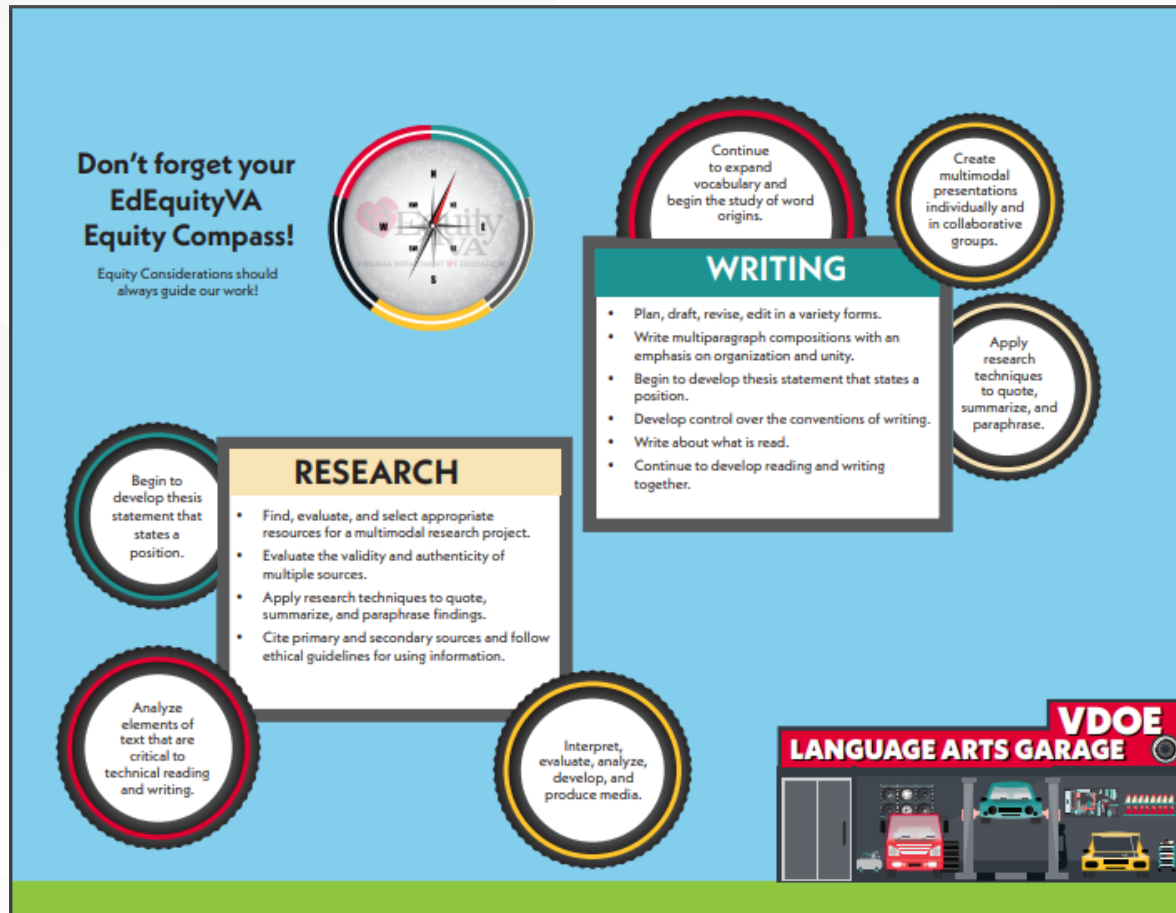
**WRITING & RESEARCH**
NEXT PAGE →

Evaluate the validity and authenticity of multiple sources.

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

Equity Considerations should always guide our work!

**WRITING**

- Plan, draft, revise, edit in a variety forms.
- Write multiparagraph compositions with an emphasis on organization and unity.
- Begin to develop thesis statement that states a position.
- Develop control over the conventions of writing.
- Write about what is read.
- Continue to develop reading and writing together.

Continue to expand vocabulary and begin the study of word origins.

Create multimodal presentations individually and in collaborative groups.

Apply research techniques to quote, summarize, and paraphrase.

**RESEARCH**

- Find, evaluate, and select appropriate resources for a multimodal research project.
- Evaluate the validity and authenticity of multiple sources.
- Apply research techniques to quote, summarize, and paraphrase findings.
- Cite primary and secondary sources and follow ethical guidelines for using information.

Begin to develop thesis statement that states a position.

Analyze elements of text that are critical to technical reading and writing.

Interpret, evaluate, analyze, develop, and produce media.

**VDOE LANGUAGE ARTS GARAGE**

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# Addressing Unfinished Learning    -Updated Logs

**English Standards of Learning Instructional Log for Grade 8**
**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.

| | Skills covered sufficiently during 2020-2021 | Not yet sufficiently covered | Subsequent Grade/Course Connections where skill scaffolding may be necessary | Comments |
|---|---|---|---|---|
| d) Identify the meaning of common idioms | | | 9.3d | |
| e) Use word-reference materials to determine meanings and etymology | | | | |
| f) Discriminate between connotative and denotative meanings and interpret the connotation | | | 9.3c | |
| g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing | | | 9.3f | |
| 8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama. | | | 9.4 | |
| a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning | | | | |
| b) Identify cause and effect relationships and their impact on plot | | | | |
| c) Explain the development of the theme(s) | | | 9.4c | |
| d) Explain the use of symbols and figurative language | | | | |
| e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support | | | 9.4j | |
| f) Identify and analyze characteristics within a variety of genres | | | 9.4a | |
| g) Compare/contrast details in literary and informational nonfiction texts | | | 9.4k | |
| h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts | | | 9.4d | |
| i) Compare and contrast authors' styles | | | 9.4h | |
| j) Use reading strategies to monitor comprehension throughout the reading process | | | 9.4l | |
| 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts | | | 9.5 | |
| a) Identify an author's organizational pattern using textual clues | | | | |

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# VDOE
# Supports & Resources

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# Learning in Place Texts and Resources

## Grades Six-Eight

| 6-8 | Communication | Reading | Writing | Research |
|---|---|---|---|---|
| CommonLit ⤢- Free collection of fiction and non-fiction texts, leveled and arranged by theme | Y | 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 |
| Project Gutenberg ⤢- Free eBooks for download | N | Y | Y | Y |
| International Children's Library ⤢- Access to children's literature from around the world | N | Y | N | N |
| Gateway to the Classics ⤢- Hundreds of classic titles with special emphasis on history, literature, and natural history along with a collection of over 2500 poems | N | Y | N | N |
| 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 |
| Smithsonian Tween Tribune ⤢- Access to leveled non-fiction, high-interest articles (Common Sense Media approved) | Y | Y | Y | Y |
| Poets.org - Access to various poems and biographical information about well-known poets (Common Sense Media approved) | N | Y | N | N |

# VDOE English Comprehensive Instructional Plans

## Reading

Reading Skills Progression by Grade (Word)

### Grades 6-8 Instructional Plans

- Comparing and Contrasting Details in Text (Word)  6.5
- Word Choice in Paired Texts (Word)  6.5  7.5  8.5
- Plot and Characterization (Word)  7.5
- Setting and Plot (Word)  7.5
- Cause and Effect and its Impact on Plot (Word)  6.5  7.5  8.5
- Direct and Indirect Characterizations (Word)  6.5  7.5  8.5
- Compare and Contrast Paired Texts (Word)  8.5  9.4
- Making Inferences (Word)  6.5  7.5  8.5
- Making Inferences and Drawing Conclusions (Word)  8.5  9.4
- Plot Elements (Word) 6.5 7.5 8.5
- Theme Analysis (Word)  6.5  7.5  8.5
- Characters and Impact on Plot (Word)  8.5  9.4
- Analyzing Tone (Word)  6.5  7.5  8.5
- Paired Passages Choice Boards (Word)  8.5  8.6  9.5  9.6

*English Instructional Plan – Theme Analysis 6-8*

**Primary Strand: Reading 6.5, 7.5, 8.5**

**Integrated Strand/s: Communication and Multi-modal Literacies 6.1, 7.1, 8.1 Writing, 6.7, 7.7, 8.7**

**Essential Understanding:**
- Understand that the author uses images to craft a message and create characters

**Essential Knowledge, Skills, and Processes:**

- Determine a theme(s) and explain how it is developed through specific details.
- Explain plot as the development of the central conflict and resolution

**Primary SOL: 6.5a** The student will identify the elements of narrative structure, including setting, character, plot, conflict, and theme. **7.5a** - The student will describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. **8.5a** The students will analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.

**Reinforced (Related Standard) SOL:**
- 6.7 The student will write in a variety of forms, to include narrative, expository, persuasive, and reflective, with an emphasis on narrative and reflective writing.
- 7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on persuasive and expository.
- **8.7** The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on persuasive and expository.

**Academic Background/Language:** Students will need to understand theme and be familiar with vocabulary related to the elements of plot, including conflict, exposition, initiating event, rising action, climax, falling action, and resolution.

**Materials:**

- Suggested text for modeling: *Babushka's Doll*, by Patricia Polacco, or another picture book or short story with clear plot elements (previously used in the plot lesson)
- Suggested text for classwork: "Eleven," by Sandra Cisneros, or another short story with a clear theme (Common Lit Website)
- Theme Scheme questions
- Image of a cross section of an iceberg for display

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

- Teacher will display image of an iceberg as seen above and below water and ask students to consider how the picture could represent the theme of a story. Students will respond in writing and then discuss as a class.

- Teacher will lead students to the idea that the iceberg that shows above the water could represent the events of the story and that the part underneath could represent the theme, which a viewer (or reader) has to take a closer in-depth look at in order to find out what is really going on beneath the surface details.

- Teacher will lead discussion of theme by pointing out that stories are a way of exploring ideas and that the theme represents the lesson that can be learned from a character's experiences that can be applied to our lives. Teacher will explain that understanding theme has to start with understanding the plot and the central conflict, but the reader has to *analyze* those story events to determine how those situations are relevant in real life.

- Teacher will remind students that themes are not generic topics (like "family" or "growing up"), but statements about those topics that the author makes. (Ex., The story *is* about family, but what is the author *saying* about family?)

- Teacher will introduce the Theme Scheme questions (from *The Handbook of Reading Interventions*, 2013) as two sets of questions that will help students think about a story's plot and determine its theme. The first four questions will focus us in on the important details from the story that will help us to determine the theme: the main character, the conflict, the resolution.

## Assessment (Diagnostic, Formative, Summative)

- Teacher should confer with students as they read the story and answer the questions, prompting them to add in needed detail or coaching them to answer questions with which they struggle.
- Teacher can collect Theme Scheme questions for formative data
- Exit activity can be used to assess student understanding of the specific theme

**Writing Connections:**
- Students will use the theme of the story found today as the starting point for a new narrative that addresses the same or a common theme.

**Extensions and Connections (for all students)**
- Later in the unit, students can use the Theme Scheme questions to identify themes of several different stories and share themes found.
- Students can look for examples of this theme in other texts or in real life situations and report back to the class.
- Have students read the start of another story, give them a theme, and have them construct the ending of the story to address that theme. Students can compare their ending with their given theme to the original ending with a different theme.

**Strategies for Differentiation**
- Pair readers strategically to provide support for struggling readers
- The sentence stems and questions provide support for determining and explaining the theme. Once students internalize them, they will no longer be needed and can be removed from further theme analysis.
- The teacher may target specific groups of students for support during work conferencing.
- Work with a selected small group while rereading and completing the organizer.

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# VDOE Assessment Supports Webinar Series

## 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 Six Reading | October 19, 2020 | • ▶ Webinar Recording<br>• Presentation (PPT)<br>• Annotated Passage (Word) |
| Assessment Supports: Grade Seven Reading | October 20, 2020 | • ▶ Webinar Recording<br>• Presentation (PPT)<br>• Annotated Passage (Word) |
| Assessment Supports: Grade Eight Reading | October 21, 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 | Thursday, October 8th at 3:00 p.m. | • Webinar Recording<br>• Presentation (PPT) |

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## Annual Conference

## Conference Registration

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Charlottesville, VA

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

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Thank You!

# Stay Connected!

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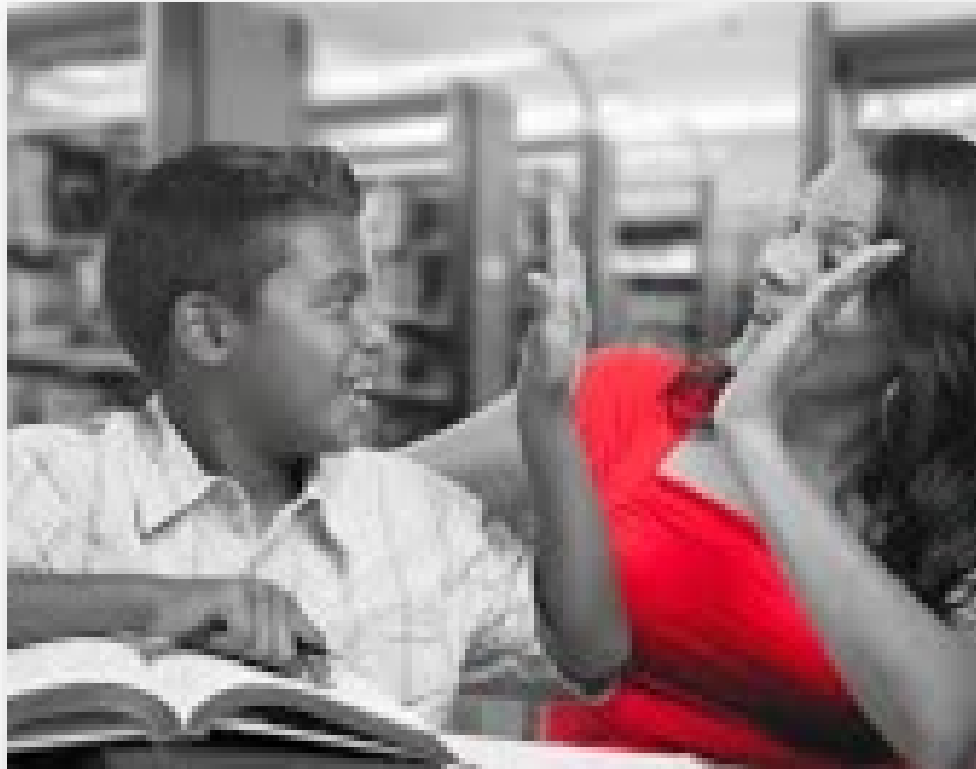
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