**Comprehensive Literacy Webinar Series**

**English: Best Practices in 3-5 Instruction**

**2017 English Curriculum Framework**

Literary Nonfiction Grades 3-12

Previously referred to as Narrative Nonfiction in Grade 3

**Literary Nonfiction is a type of narrative text**

Uses story elements and language to share accurate information about real people, places, and events

Including **but not limited to** biography and autobiography

**Clarification of Theme and Main Idea Grades K-5**

Students **will now identify theme in fictional texts and poetry**

Teachers should teach theme as a literary term with fiction texts and main idea with nonfiction texts

\*Please note these terms are not interchangeable

Students will continue to **identify main idea in nonfiction**

**Strands of the 2017 English Standards**

The goals are to teach students **to read, write, research and communicate**. The strands are developed separately, but expected to be **seamlessly integrated in the classroom**. Through the rigorous application of the English Standards of Learning, students become critical thinkers, effective contributors, and global citizens.

**The Spiraling of Skills**

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

**Successful English Instruction**

Use of text-dependent questions

Use of inference questions

Use of text-based vocabulary

Response to reading

Writing components in every lesson

Frequent research components

**What are Paired Texts?**

Paired Texts and Text Sets

A paired text is two texts that are conceptually related in some way, for example, topic, theme, or genre. Paired texts are based on the beliefs that reading is about making connections and “readers make personal connections between the books they are currently reading and their past experiences.” (Harste & Short, with Burke, 1988) Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media

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

Compare and contrast texts to increase the level of thinking

Integration of Strands

* Choose a theme or topic
* Choose a variety of text and media options
* Incorporate all strands during the unit
* Select standards to introduce or review
* Think about your students – What will interest them?
* Provide opportunities for shared and independent reading
* Model the writing process and meet with students for writing conferences

**Scaffolding Complex Text**

* Support Vocabulary
* Use Deliberate Annotation
* Use Questions as Planned Scaffolds
* Allow Time for Reflection and Discussion
* Provide many hours a week for independent reading
* Access to grade level text
* Locate complicated sentence structures
* Explicit

**Food for Thought**

*“It’s not always the text; it’s what you do with it*.” ~Jennifer Serravallo

 What Research Says

**Teaching Elementary School Students to be Effective Writers Practice Guide:**

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.

The Reading/Writing Connection

* Use mentor texts to read like a writer and write like a reader; Imitate an author’s style and structure, Appreciate the author’s craft
* Incorporate daily writing; A warm-up prior to beginning a unit of study, Incorporate writing into formative assessment, After a thought provoking reading, discussion, or class experiment, students write their thoughts
* Find authentic writing opportunities; Blogging or Social media connections, Professional writing

[Comprehensive Literacy: English Instructional Plans](http://www.doe.virginia.gov/testing/sol/standards_docs/english/2017/eng-instruct-plans/index.shtml) that Align with the 2017 SOL
Comprehensive Literacy: English Instructional Plans

**Professional Resources**

[Supporting All Learners with Complex Texts: Strategies to scaffold instruction of Standards-aligned, complex texts.](https://achievethecore.org/aligned/supporting-all-learners-with-complex-texts/)

[Teaching Elementary School Students to Be Effective Writers](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf)

[How Can Complex Texts Ever Work for Below Grade Level Readers](https://lesleyuniversitycrrlc.wordpress.com/2013/03/25/how-can-complex-texts-ever-work-for-below-grade-level-readers/)

[Eight Ways to Help Students Read Complex Text](https://www.readingrockets.org/blogs/shanahan-literacy/eight-ways-help-kids-read-complex-text)

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