

*Key Updates to*  
**Elementary English &  
Reading**

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***For School Improvement***

# Topics

- **Key Revisions to K-5 English Standards of Learning and Curriculum Framework**
- **Planning for Implementation**
- **VDOE K-5 English & Reading Resources**

# Virginia Standards of Learning Strands at a Glance

Grade Level	Strands
Kindergarten	Oral Language
First	Reading
Second	Writing
Third	Writing
Fourth Grade through End-of-Course	Communication: Speaking, Listening, Media Literacy
	Reading
	Writing
	Research

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Second	
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	Reading ←
	Writing ←
	<i>Research</i> ←

*English strand priorities for schools in improvement*

# *Curriculum Framework*



# Curriculum Framework

- **The English Curriculum Framework defines what teachers should teach and what students should learn**
- **It is not meant to be an exhaustive or a limiting document**

# Curriculum Framework

- **The Curriculum Framework serves as a guide for Standards of Learning assessment development**
- **Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework**

# Curriculum Framework

- **Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English**

# English Curriculum Framework Familiar Format

Understanding the Standard	Essential Understandings	Essential Knowledge, Skills, and Processes
(Teacher Notes)	All students should...	To be successful with this standard, students are expected to...

*K-12 English Curriculum Framework*

# ***What's New in Oral Language*** **(Oral Language Strand appears in K-3 only)**

**Additional clarity for teachers regarding  
phonological awareness**

**Additional emphasis for students in  
language expectations (language  
experience, speaking in complete  
sentences)**

# What's New in Oral Language (K-3 only)

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting [onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating). ~ K.4, 1.4, 2.4	<b>To be successful with this standard, students are expected to</b> <ul style="list-style-type: none"><li>• change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit). ~ 1.4</li></ul>

*This is one example of a revision to the English SOL Curriculum Framework. The document contains additional updates not depicted above.*

# What's New in Oral Language (K-3 only)

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
<p>The intent of this standard is that students will convey information through a formal oral presentation using visual media. ~ 3.2</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• deliver oral presentations in an engaging manner that maintains audience interest by:<ul style="list-style-type: none"><li>○ reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details;</li><li>○ using visual media (e.g., images, posters, and charts) to emphasize or enhance facts or details; ~3.2</li></ul></li></ul>

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# **Communication: Speaking, Listening, Media Literacy (Begins at Grade 4)**

# Communication: Speaking, Listening, Media Literacy

## Understanding the Standard (Teacher Notes)

The intent of this standard is that students will learn that media messages are constructed for a purpose. Students will examine the following:

**Authorship** (Who constructed the message?);

**Format** (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, children's voices.);

**Audience** (Who is the person or persons meant to receive the message? How will different people *interpret* the message?);

**Content** (This is not just the visible content but the *embedded* content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed.); and

**Purpose** (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?).

# Communication: Speaking, Listening, Media Literacy

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**Purpose** (Why is the message being sent—is it meant to persuade, inform, entertain, sell, or a combination of these?).

# *Reading*



# ***What's New in Reading***

- **Additional clarity for teachers within “Understanding the Standard” (Teacher Notes) section of Curriculum Framework**
- **The first Standard in Reading Strand grades 4-12: vocabulary**

# ***What's New in Reading***

- **Reading divided into fiction and nonfiction strands**
- **Fiction includes narrative nonfiction, poetry, and drama**
- **Additional rigor for students in literacy tasks.**

# What's New in Reading

## Understanding the Standard (Teacher Notes)

The table below presents the results of research on oral reading fluency rates for students at the 90<sup>th</sup>, 75<sup>th</sup> and 50<sup>th</sup> percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for third-grade students reading third-grade text:

Percentile	Fall WCPM	Midyear WCPM	Spring WCPM
90	128	146	162
75	99	120	137
50	71	92	107

*Hasbrouck, J.E., & Tindal, G.A. (2006)*

Compare with the 2002 CF at third grade:

“Students should read about 90 to 120 words per minute in grade-level material”



# What's New in Reading

## Understanding the Standard (Teacher Notes)

When fully developed, reading *fluency* refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.\*

\* Wolf, M. & Katzir-Cohen, T. (2001). *Reading fluency and its intervention*. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.

# What's New in Reading

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
<p>Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension. ~1.9, 2.8, 3.5, 4.5, 5.6</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>•practice reading and rereading familiar stories, poems, and passages at their independent reading level to develop fluency, accuracy, and meaningful expression. ~ 1.10</li><li>•practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and prosody. ~ 2.8, 3.5</li><li>•read familiar text with fluency, accuracy, and prosody. ~ 4.5, 5.6</li></ul>



# ***What's New in Reading***

## **Essential Knowledge, Skills, and Processes**

**To be successful with this standard, students are expected to monitor their comprehension throughout the reading process by:**

- becoming aware of when they do not understand;
- identifying exactly what is causing them difficulty; and
- generating their own questions to help integrate units of meaning.

~ 3.5, 3.6

- become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty). ~ 4.5, 4.6, 5.5, 5.6

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The document contains additional updates not depicted above.***

# ***What's New in Reading***

## **Essential Knowledge, Skills, and Processes**

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

- learn to differentiate between fiction and nonfiction by distinguishing realism from fantasy, and fact from opinion. ~3.5
- describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character's thoughts). ~ 4.5
- recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue). ~ 5.5

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# ***What's New in Reading***

## **Essential Knowledge, Skills, and Processes**

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

- apply knowledge of characterization by explaining how the actions of characters contribute to the sequence of events. ~3.5
- make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. ~ 4.5
- compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. ~ 5.6

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# *What's New in Reading*

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

- a) Identify the author's purpose.
- b) Use prior and background knowledge as context for new learning.
- c) Preview and use text features.
- d) Ask and answer questions about what is read.
- e) Draw conclusions based on text.
- f) Summarize major points found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- i) Compare and contrast the characteristics of biographies and autobiographies.
- j) Use reading strategies to monitor comprehension throughout the reading process.
- k) Identify new information gained from reading.
- l) Read with fluency and accuracy.

# Oral Language, Communication, Reading

Discussion  
point

**What might be some strategies to help support implementing these new standards within your assigned schools?**

**What do you see as potential challenges?**

# *Writing*



# ***What's New in Writing***

**Additional specificity regarding “Essential Knowledge, Skills and Processes” section of Curriculum Framework.**

**Increased expectation of writing to convey a concise message starting in Kindergarten moving through third grade when students will write a short report.**

## ***What's New in Writing***

**Writing revolves around mode, purpose, audience, and process**

**Beginning in 4<sup>th</sup> grade, students write multi-paragraph essays**

**Persuasive writing begins in 5<sup>th</sup> grade**

**Teaching writing is an expectation of every grade, not only “tested” grades**

**Definition of plagiarism introduced in grade 3**



# *What's New in Writing*

The three domains of writing are:

- 1. composing** - the structuring and elaborating a writer does to construct an effective message for readers;
- 2. written expression** - those features that show the writer purposefully shaping and controlling language to affect readers; and
- 3. usage/mechanics** - the features that cause written language to be acceptable and effective for standard discourse.

# What's New in Writing

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
<ul style="list-style-type: none"><li>• Students will draw upon their growing phonetic knowledge to spell words using letters and beginning consonant sounds when describing pictures or writing about experiences. ~ K.12</li></ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is ...). ~ K.12</li></ul>

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The document contains additional updates not depicted above.*

# What's New in Writing

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
<ul style="list-style-type: none"><li>• The intent of this standard is that students will understand that writing is used for a variety of purposes, including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature. ~1.13</li></ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• write informative/explanatory texts that introduce a topic, state an opinion or some facts, and provide a concluding sentence. ~ 1.13</li></ul>

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# What's New in Writing

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
<p>At this level, teachers should introduce two important modes for writing:</p> <ul style="list-style-type: none"><li>• <b>Informative/explanatory</b> – students write informative/explanatory texts to examine a topic and convey ideas and information clearly; and</li><li>• <b>Narrative</b> - students write narratives to develop real or imagined experiences or events using descriptive details, and clear event sequences. ~2.12</li></ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement. ~ 2.12</li></ul>

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# What's New in Writing

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
<ul style="list-style-type: none"><li>• The intent of this standard is that students will develop the skills necessary to produce a short written report.</li><li>• <b>Plagiarism</b> is using someone else's ideas or words without giving credit. ~ 3.11</li></ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• focus on a central topic.</li><li>• develop a list of questions pertaining to a specific topic.</li><li>• identify and use appropriate resources.</li><li>• follow the organization of particular forms of writing....</li><li>• review their written drafts so that the language and/or thoughts of another author are given proper credit. ~ 3.11</li></ul>

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# What's New in Writing

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
<p><b>Transition words and phrases</b> provide organization to student writing by improving the connections between thoughts. Categories of transitions include, but are not limited to:</p> <ul style="list-style-type: none"><li>◦ <b>example</b> (e.g., <i>that is, for example, in fact</i>)</li><li>◦ <b>sequence</b> (e.g., <i>then, next, finally</i>)</li><li>◦ <b>time or location</b> (e.g., <i>before, meanwhile, nearby</i>). ~ 4.7, 5.7</li></ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing. ~ 4.8, 5.8</li></ul>

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# What's New in Writing

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
<ul style="list-style-type: none"><li>• Students should have practice writing on demand, for shorter time frames, and over extended periods of time. ~ 3.9, 4.7, 5.8</li></ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others. ~ 3.12, 4.8, 5.8</li></ul>

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# SOL Online Writing Field Test and Related Information

# Online Writing Field Test

**Who:** All students scheduled to take the grade 5, grade 8 and end-of-course writing tests in spring 2012

**When:**  
February 13 through February 24, 2012, (writing prompts)

March 12 through April 6, 2012. (multiple-choice and technology-enhanced items)

# Online Writing Field Test

**School divisions select dates for the field test administration within these windows.**

**The regular paper/pencil test administration of the writing test will occur as scheduled in early March 2012.**

# VDOE Writing Practice Tool

**Mirrors the online interface that students will use to respond to the writing prompt during the field test**

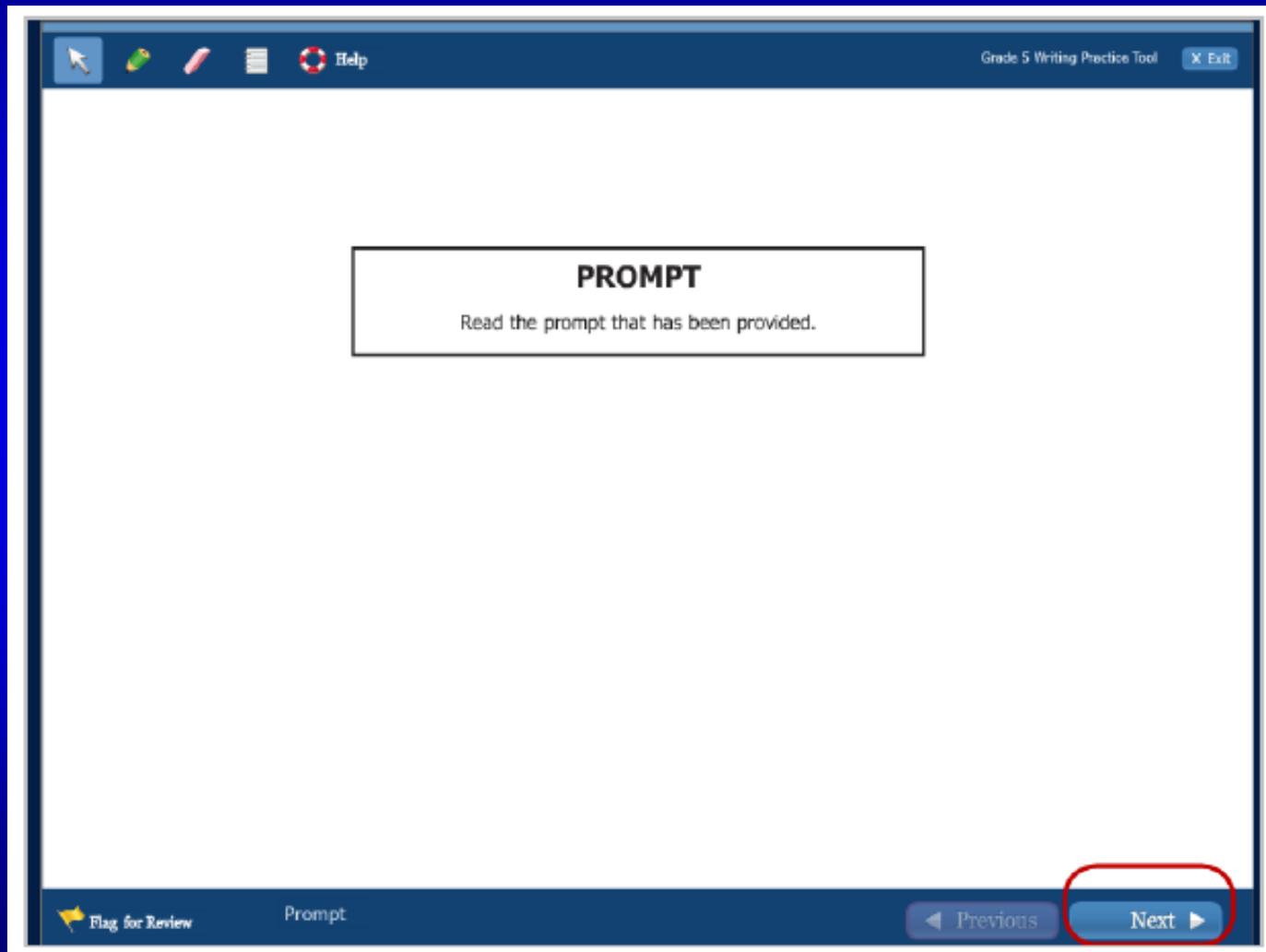
**Grade 5 Writing Practice Tool:**

**<http://www.vaassessments.com/writing/gr5/shortpapertool>**

**Grade 8 Writing Practice Tool:**

**<http://www.vaassessments.com/writing/gr8/shortpapertool>**

# VDOE Writing Practice Tool



# VDOE Writing Practice Tool

The screenshot shows a web-based writing practice tool. At the top, a dark blue header contains navigation icons (mouse, eraser, pencil, list, document, help) and the text "Grade 5 Writing Practice Tool" with an "X Exit" button. Below the header, a white area contains the instruction: "After reading the prompt, type a response in the space provided. Click on the exhibit window [document icon] to view the Checklist for Writers." Below this is a large text input area with a toolbar above it containing icons for Cut, Copy, Paste, Undo, and Redo. The text "Type your response here." is at the top of the input area. At the bottom left of the input area, it says "1 of 52 lines". At the bottom of the tool, a dark blue footer contains a "Flag for Review" button, "Question 1 of 1", and "Previous" and "Next" navigation buttons.



# VDOE Writing Practice Tool

**Teachers of students in grades 3-8 (and end of course) should be encouraged to use this practice tool with their students throughout the school year.**

**Practice items providing examples of the technology-enhanced items that will appear on the new online writing tests will be available on the VDOE Web site in late fall, 2011.**

# VDOE Writing Practice Tool

VASOL Writing Practice Tool Guide

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## Writing Practice Tool Guide

Virginia Standards of Learning

Grades 5, 8 & End-of-Course (EOC) Writing

Revised August, 2011  
Pearson

# Related Information

## Technology Standards

**C/T K-2.2 The student will demonstrate proficiency in the use of technology.**

**Demonstrate the use of mouse, keyboard, printer, multimedia devices, and earphones.**

**Use multimedia resources such as interactive books and software with graphical interfaces.**

# Related Information

## Technology Standards

**C/T K-2.7 The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.**

**Identify the best tool to communicate information.**

**Use technology tools for individual writing, communication, and publishing activities.**

**Demonstrate the ability to create, save, retrieve, and print document.**

# Related Information

## Technology Standards

**C/T 3-5.8** The student will use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**Produce documents** demonstrating the ability to edit, reformat, and integrate various software tools.

Use technology tools for individual and collaborative **writing**, communication, and **publishing** activities.

Use telecommunication tools to communicate and share information with others.

# ***Research Strand (New)***

**At the fourth- and fifth-grade levels, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.**

# Research

Understanding the Standard (Teacher Notes)	Essential Knowledge, Skills, and Processes
<ul style="list-style-type: none"><li>• The intent of this standard is that students will use information resources to locate information on a topic.</li><li>• Students will collect information from multiple resources including online, print, and media.</li><li>• After collecting needed information, students will learn to evaluate and synthesize the information to use in their oral reports or writings.</li></ul> <p>~ 4.9, 5.9</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"><li>• formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information. ~ 4.9</li><li>• formulate research questions based on a topic. ~ 5.9</li><li>• give credit to sources used in research. ~ 4.9, 5.9</li></ul>

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# Writing Research

Discussion  
point

**What ideas do you have to help support implementing these new standards within your assigned schools?**

**What do you see as potential challenges?**

# *Planning for Implementation*

# Turnover: Principals and Assistant Principals

Between school year 2009-10 and school year 2010-11, 448 principals and assistant principals (approximately 10.7%) left their administrative positions.

Between school year 2009-10 and school year 2010-11, 41 principals and assistant principals transferred from one division to another division



# ***Planning for Implementation***

**THE Question to be Asking Right Now**

**Are teachers familiar with the new  
(2010) Curriculum Framework?**

# ***Planning for Implementation***

**Are teachers familiar with the new (2010) Curriculum Framework?**

**What to do:**

**Grade Level teams pore through 2010 CF.**

**-Highlight unfamiliar or new “Essential Knowledge, Skills, and Processes”**

**- incorporate them (as well as the rest of the items) into current curriculum map/pacing guide as well as the one that will be used for 2012-13.**

# ***Planning for Implementation***

**Are K-3 teachers using PALS data from the fall and spring administrations to inform instruction?**

**What to do:**

**Review PALS classroom reports with teachers and/or administrators.**

**Encourage the optional mid-year PALS screening (only if teachers understand what to do with results, or if they will be supported towards that end).**

# Planning for Implementation

TEACHER http://pals.virginia.edu

**pals**<sup>™</sup> PHONOLOGICAL AWARENESS LITERACY SCREENING

ADMINISTRATIVE **PLANNING INSTRUCTION** HISTORY+GROWTH RTI QUICK CHECKS

ADMIN: [State Admin Page](#) | [Division Admin Page](#) | [School Admin Page](#) | [Teacher Admin Page](#)

Fall 2011

USER: [Teacher: 1st Grade Teacher District](#) | [School: PALS Training School](#) | [Division: \\*Sample Report](#) | [ACCOUNT INFO](#) | [CHANGE SCHOOL](#) | [LOG OFF](#)

 **CLASS LIST**

Select a student's name from the list below, and then select an action from the choices to the right.

**Your First Grade Class**

Group Five, Student A

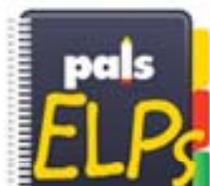
 **INFORMATION FOR GROUPING**

Select from the choices below.

- ▶ Performance by Task
- ▶ Reading Levels
- ▶ Spelling/Phonics Knowledge

 **ELECTRONIC LESSON PLANS**

Click the ELPs icon below to download the Electronic Lesson Plans.



BENCHMARK	SUMMED SCORE	SPELLING INVENTORY ▶	FIRST GRADE WORD LIST ▶
	35	20	15
1. Joannie Michaelson	32	20	12
2. Destinee Young	30	22	8
3. Chaundra Cardinelli	27	19	8
4. Taylor Swann	26	18	8
5. Melissa Zebrowski	22	16	6
6. Sonia Campbell	21	14	7
7. Jena Koslowski	21	13	8
8. Shanon Friedmantz	20	20	0
9. Cameron Shaywitz	0	0	0
<hr/>			
1. Chuckie Sylvester	68	48	20
2. Marcella Adamson ↑	68	48	20
3. Daija Rockmanser	63	43	20
4. Jay Slomonick	57	40	17
5. Tevin Johnston	51	32	19
6. Kourtney Karrington	46	30	16
7. Sally Stroiney Russell	41	21	20
8. Jacquay White	41	26	15
9. Dante Wellington	40	28	12
10. Rashid Abdul	40	24	16
11. Michael Cowlev	35	23	12

This report lists scores for all students in the class.

 WPM
  FLUENCY
  COMP.

▶ [PRINTER FRIENDLY VIEW](#) 

▶ Teacher: **Tabitha Swan**      ▶ Grade: **1**      ▶ School: **Example Elementary**  
 ▶ Total Students in class : **5**      ▶ Total Students Screened: **5**      ▶ Total Students Identified: **2**

	Word Knowledge									Level B				Level C		Oral Reading	SUMMED SCORE	
	SPELLING	PREPRIMER	PRIMER	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	LOWER-CASE ALPHABET	LETTER SOUNDS	POINTING	WORD ID	COW WORD LIST	BLENDING	SOUND-TO-LETTER		INSTRUCTIONAL READING LEVEL
<b>MAXIMUM</b>	48	20	20	20	20	20	20	20	20	26	26	5	10	10	20	40	 6th  	68
Michaelangelo Darby	13	16	12	8													PP	21
Tia Shelly	23			15	10												1st 43   2   6/6	38
Sally Stroiney	44			18	18	15	12										btw 3rd/4th 83   3   6/6	62
																	PP	

Sort this table by:

Name



			2 Julia Williams	
btw 1st/2nd		2 Tia Shelly	2 Jayla Knight 2 Sherry Meetz	
2nd			3 Paul Jenkins 3 Dalja Rockman 3 Jay Slomonick	
btw 2nd/3rd			3 Rashid Abdul 3 Travis Flynn 3 Tevin Johnston 3 Sally Russ	
3rd			4 Ashley Blackburn	
btw 3rd/4th				4 Anne Victor
4th				4 Tyler Rowland 4 Chuckie Sylvester
btw 4th/5th				4 F Add to group 1
5th				Add to group 2
btw 5th/6th				Add to group 3
6th				Add to group 4 4 Charles Lee

### TO CREATE INSTRUCTIONAL GROUPS:

The above chart sorts students by similar spelling and reading levels, however your knowledge of student performance is necessary to further refine the groupings. As it is difficult to plan and execute for more than four instructional groups, you will need to combine some of the groups highlighted above. To do this, please consider the following:

- Combine two contiguous cells in any direction: horizontally, diagonally, or vertically
- Combine students who are reading more than one year above grade level into one group, regardless of Instructional Oral Reading Level (Instructional ORL)

When you are ready to assign groups, use your mouse to hover over a student's name. A drop-down menu will appear, and you can choose to assign the student to one of four groups. After you have assigned a student to a group, the group's number will appear next to his/her name.



# Planning for Implementation

## LESSON PLAN FOR BEGINNING READERS

TEACHER:

GROUP:

DATE:

pals

FO ✓

FLUENCY/REREADING

WORD BANK

NEW BOOK

WRITING FOR SOUNDS

WORD STUDY

LESSON PLAN SUMMARY

### LESSON PLAN SUMMARY

FLUENCY/REREADING: BOOK TITLE

▶

ACTIVITY

▶

WORK BANK: WORDS:

▶   
▶   
▶

▶   
▶   
▶

▶   
▶   
▶

ACTIVITY IN TEXT:

▶ Highlighting

ACTIVITY OUT OF TEXT:

▶ Writing



# VDOE English Resources

# ***Crosswalk between 2010 and 2002 English Standards of Learning***

*English Standards of Learning*  
Crosswalk between the 2010 and 2002 Standards

2010 Grade 3 English Standards of Learning Crosswalk	
2010 STANDARDS	CHANGES/ 2002 Standards
c) Write a clear topic sentence focusing on the main idea.	New content.
d) Write a paragraph on the same topic.	New content.
e) Use strategies for organization of information and elaboration according to the type of writing.	3.10b Added "elaboration."
f) Include details that elaborate the main idea.	3.9d Removed "descriptive and central." Added "main."
g) Revise writing for clarity of content using specific vocabulary and information.	3.9e, 3.10d

[http://www.doe.virginia.gov/testing/sol/frameworks/english\\_frameworks/2010/english\\_sol\\_crosswalk\\_02\\_10.pdf](http://www.doe.virginia.gov/testing/sol/frameworks/english_frameworks/2010/english_sol_crosswalk_02_10.pdf)

# ***“Strikethrough” version of the Curriculum Framework***

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/review.shtml#strike\\_framework](http://www.doe.virginia.gov/testing/sol/standards_docs/english/review.shtml#strike_framework)

- 2.5 The student will use phonetic strategies when reading and spelling.
- Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
  - Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
  - Decode regular multisyllabic words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will continue to learn and apply their phonetic skills to decode and spell words.</li> <li><u>Consonant blends are voiced (each letter is heard) combinations of two or three consonants (e.g., fl-, cl-, dr-, str-).</u></li> <li><u>Consonant digraphs are combinations of two consonants forming a new sound (e.g., sh-, wh-, ch-, th-).</u></li> <li><u>R-controlled vowel patterns – when a vowel is followed by an r it makes a special sound (e.g., /ar/- as in car, /or/- as in <del>ocean</del> storm, /ir/- as in bird, /ur/- as in turn, /er/- as in butter).</u></li> </ul>	<p>All students should</p> <ul style="list-style-type: none"> <li>understand the need to apply phonetic strategies to decode and spell words.</li> </ul>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li><del>use phonics, meaning clues, and language structure strategies to reread and self-correct.</del></li> <li>apply knowledge of consonants and consonant blends to decode and spell words.</li> <li>apply knowledge of consonant digraphs (<i>sh, wh, ch, th</i>) to decode and spell words.</li> <li><u>distinguish long and short vowels when reading one-syllable regularly spelled words.</u></li> <li>apply knowledge of <del>the consonant-vowel patterns, such as</del> CV (e.g., <i>go</i>), VC (e.g., <i>in</i>), CVC (e.g., <i>pin</i>), CVCE (e.g., <i>take</i>), CVVC (e.g., <i>wait</i>), and CVCC (e.g., <i>wind</i>), to decode and spell words.</li> <li>apply knowledge of r-controlled vowel patterns to decode and spell words.</li> <li>read regularly spelled one- and two-syllable words automatically.</li> <li>decode regular multisyllabic words.</li> <li>use phonetic strategies <u>and context</u> to self-correct <del>reading when meaning breaks down</del> <u>for comprehension</u>.</li> <li><u>decode words with common prefixes and suffixes.</u></li> </ul>



# *Curriculum Framework*

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/review.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/english/review.shtml)

- 2.10 The student will demonstrate comprehension of information in reference materials.**
- Use table of contents.
  - Use pictures, captions, and charts.
  - Use dictionaries, glossaries, and indices.
  - Use online resources.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> <li>The intent of this standard is that students will use available reference materials to locate information.</li> </ul>	<p>All students should</p> <ul style="list-style-type: none"> <li>understand how to locate information in simple reference materials.</li> </ul>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>locate titles and page numbers, using a table of contents.</li> <li>use a table of contents to locate information in content-area books.</li> <li>interpret pictures, captions, diagrams, and tables.</li> <li>interpret information presented in bar graphs, charts, and pictographs.</li> <li>use dictionaries, glossaries, and indices to locate key facts or information.</li> <li>consult reference materials as needed to spell, check spelling, and understand grade-appropriate words.</li> <li>alphabetize words to the second and third letter.</li> <li>locate words in reference materials, using first, second, and third letter.</li> <li>locate guide words, entry words, and definitions in dictionaries and indices.</li> <li>use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials).</li> </ul>



***2010 English Standards of  
Learning Writing Skills  
Progression by Grade***



# Writing Skills Progression by Grade

Standard	Grade(s)												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.													
Use available technology for reading and writing.													
Generate ideas.													
Focus on one topic.													
Revise writing.													
Use complete sentences in final copies.													
Begin each sentence with a capital letter and use ending punctuation in final copies.													
Use correct spelling for commonly used sight words and phonetically regular words in final copies.													
Organize writing to include a beginning, middle and end for narrative and expository writing.													
Expand writing to include descriptive detail.													
Identify intended audience.													
Use a variety of prewriting strategies.													
Write a clear topic sentence focusing on the main idea.													
Write a paragraph on the same topic.													
Use strategies for organization of information and elaboration according to the type of writing.													
Include details that elaborate the main idea.													
Recognize different modes of writing have different patterns of organization.													
Write two or more related paragraphs on the same topic.													
Use transition words for sentence variety.													
Utilize elements of style, including word choice and sentence variation.													
Write multiparagraph compositions.													
Compose a topic sentence or thesis statement if appropriate.													
Select vocabulary and information to enhance the central idea, tone, and voice.													
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.													
Use clauses and phrases for sentence variety.													
Distinguish between a thesis statement and a topic sentence.													
Communicate clearly the purpose of the writing using a thesis statement where appropriate.													
Arrange paragraphs into a logical order.													

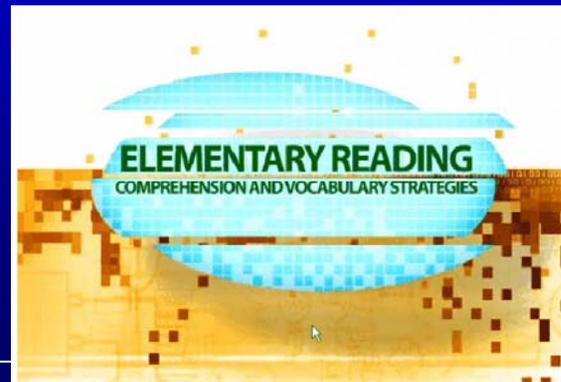
# ***2010 English Standards of Learning Assessment Blueprint***

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/review.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/english/review.shtml)

# More VDOE K-5 English & Reading Resources

- VDOE Web site-Elementary English Resources
- Elementary Reading Comprehension & Vocabulary Strategies Videos (2010)
- Early Literacy Instruction Videos (2011)

The screenshot shows the Virginia Department of Education website. The main content area is titled "ENGLISH & READING" and "ELEMENTARY ENGLISH & READING INSTRUCTIONAL RESOURCES". Under "Professional Development", there are several bullet points: "Elementary Reading Comprehension & Vocabulary Strategies Videos", "Effective Elementary Reading Programs Assessment and Planning Instrument", "Elementary Reading Program Planning and Implementation Tool", and "Assessment Instrument for Planning Effective Professional Development in Reading". A sidebar on the right lists "STANDARDS OF LEARNING" for English, Mathematics, Science, History & Social Science, Career & Technical Education, Driver Education, Economics & Personal Finance, Family Life Education, Fine Arts, Foreign Language, Health Education, Physical Education, Character Education, and Leadership.



Early Literacy  
Instructional Videos

# More VDOE K-5 English & Reading Resources

- *Elementary Reading Program Planning and Implementation Tool*
- *Instructional Interventions That Have Proven to Be Successful with Low-Achieving Students*
- *K-3 Achievement Records*

VIRGINIA DEPARTMENT OF EDUCATION  
Office of Elementary Instructional Services

ELEMENTARY READING PROGRAM PLANNING AND IMPLEMENTATION TOOL



VIRGINIA DEPARTMENT OF EDUCATION

Instructional Interventions That Have Proven to Be Successful with Low-Achieving Students

Program Descriptions for Board of Education

**Disclaimers**

- Recommendation of instructional interventions with a proven track record is not intended as a guarantee that the program will be successful if implemented in a particular school. Prior to or concurrently with adopting any intervention, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional interventions that are not recommended so long as they meet the Board of Education's criteria. School divisions selecting this option must submit for approval, as forms provided by the Department of Education, documentation that the instructional interventions chosen meet the board's criteria prior to implementation.
- Some of the instructional interventions have an associated textbook that may not be on the list of instructional materials reviewed or recommended as part of the state textbook adoption process. Recommendations of an instructional intervention should not be interpreted as endorsement of the associated textbook materials. Before adopting any instructional intervention with associated materials, the school should determine whether there is sufficient Standards of Learning conditions for the grade level or course where the material will be used.
- Products and services on the list may not be available in all areas of the Commonwealth. School divisions are responsible for negotiating contracts with vendors for products or services.

Revised  
February 28, 2007

Virginia Department of Education  
K-3 English Standards of Learning Achievement Record (Revised 2011)

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Year: \_\_\_\_\_

Scoring Key: 0 - Exceeds the Standard  
1 - Meets the Standard  
2 - Partially Meets the Standard  
3 - Does Not Meet the Standard

Grade	Standard	Score	Grade	Standard	Score	Grade	Standard	Score
K	1.1		1	1.1		2	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
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LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
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LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
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CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
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AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
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CE	1.1		CE	1.1		CE	1.1	
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CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
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LE	1.1		LE	1.1		LE	1.1	
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LE	1.1		LE	1.1		LE	1.1	
AV	1.1		AV	1.1		AV	1.1	
CE	1.1		CE	1.1		CE	1.1	
LE	1.1		LE	1.1		LE	1.1	

# Resources

**Which VDOE resources might be particularly useful for you to use with schools?**

Discussion  
point

**How will you get started?**

# *Questions*

***Thank You!***

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