

# *Briefing for Central Office Leadership*

## **Elementary Reading: Resources & Priorities**

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# Overview

**I. Reading Resources & Priorities**

**II. Related Items of Interest**

# Reading Resources & Priorities

# SOL English Resources

Standards of Learning		Test Blueprints			Resources for Instruction & Assessment
Standards (PDF)	Curriculum Framework (Word)	Standards of Learning (SOL) Tests		Virginia Modified Achievement Standards Test (VMAST)	
		Reading	Writing	VMAST Reading	
<a href="#">All English</a>	<a href="#">K-12</a>	NA	NA	NA	<p><a href="#">Online Writing Resources</a> – teaching strategies and lesson plans, video links, SOL progression charts, graphic organizers, and resource links.</p> <ul style="list-style-type: none"> <li>■ <a href="#">Writing Prompts</a></li> <li>■ <a href="#">Anchor Sets with Annotations</a></li> <li>■ <a href="#">Instruction Anchor Sets</a></li> <li>■ <a href="#">Instruction Writing Checklists</a></li> </ul> <p><a href="#">Vocabulary Resources</a> – teaching strategies, lesson plans, graphic organizers, and resource links.</p> <p><a href="#">SOL Institute Presentations &amp; Lessons</a></p> <p><a href="#">ESS Sample Lesson Plans</a> – align instruction with the 2010 English SOL.</p>
<a href="#">Kindergarten</a>	<a href="#">K-Grade 5</a>	<a href="#">Grade 3</a>	<a href="#">Grade 5</a>	<a href="#">Grade 3</a>	
<a href="#">Grade 1</a>					
<a href="#">Grade 2</a>					
<a href="#">Grade 3</a>					
<a href="#">Grade 4</a>					
<a href="#">Grade 5</a>					



# Enhanced Scope and Sequence

Sample Lesson Plans for the 2010 English SOL

[Expand All](#) | [Collapse All](#)

⊕ Oral Language

⊕ Communication: Speaking, Listening, Media Literacy

⊖ Reading

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

⊖ Vocabulary

Grades K-2

Grades 3-5

Grades 6-8

Grades 9-12

Grades K-2 Lesson Skills

[Applying phonetic principles](#) (PDF) / [Word](#) K.7 1.6 2.5

[Vocabulary development](#) (PDF) / [Word](#) K.8 1.8

⊕ Fiction

⊕ Nonfiction

⊕ Writing

⊕ Research



# Reading

## Fiction and Nonfiction

- **Standards at each grade address reading fiction and nonfiction**
- **Nonfiction emphasizes text structures and organizational patterns**
- **Both emphasize making inferences and drawing conclusions based on explicit and implied information**
- **Differentiate between fact and opinion**

# Nonfiction Text Features



**Boldface**



*Italics*



**Color**



**Captions**



**Headings & Subheadings**



**Graphics**

# Nonfiction Reading Strategies

## Organizational Patterns

- Chronological or Sequential
- Comparison – Contrast
- Cause – Effect
- Problem – Solution
- Enumeration or Listing
- Concept – Definition
- Spatial Layout
- Classification
- Order of Importance
- Question – Answer

# Reflect

Think-Talk-Text

**What are some steps you can take to support the emphasis on nonfiction text?**

# Reading Resources & Priorities

## ENGLISH SOL RESOURCES

### TEXT-DEPENDENT QUESTIONS

The increased rigor in the 2010 English Standards of Learning (SOL) requires students to answer text-dependent questions. Students are required to determine the meaning of complex texts and make logical inferences. Text-dependent questions do not ask students about their prior experience or feelings on a subject, but rather to rely on explicit or implied information from the text. Students are expected to speak and write using evidence presented in texts, and to present analyses based on credible information that is based in the text or research-based.

Teachers can create their own text dependent questions and assignments. Fiction texts should be paired with nonfiction texts on the same topic. Nonfiction texts can be used to provide historical context, to demonstrate author's purpose, organizational pattern, and format.

The following examples provide a fiction sample text from public domain and offer a series of text-dependent questions, companion nonfiction texts, and writing assignments. The use of these samples should not be considered an endorsement of these authors or specific texts.

#### Sample Text-Dependent Questions with Text

- [Elementary Level](#) (Word)
  - [Elementary Level Text Excerpt with Background Information](#) (Word)
- [Middle School Level](#) (Word)
- [High School Level](#) (Word)



# Text-Dependent Question Samples

## Text-Dependent Questions:

- Do not ask students about their prior experience or feelings on a subject
- Rely on explicit or implied information from the text

*Samples provide a model for teachers to develop their own.*



# Text-Dependent Questions

## Middle School- *The Monkey's Paw*

- What mood is created in the first nine paragraphs? List six words from the paragraphs that support your answer.
- One theme of *The Monkey's Paw* revolves around greed. Read or watch the [speech](#) on greed from the movie *Wall Street*. Draw a Venn diagram to compare and contrast the ideas presented in the short story and the speech.
- Research examples in history, life, or literature of people for whom greed or money gain caused them to change. Using the information from the research, write a persuasive essay supporting your opinion of whether money gain/greed is good or bad.

# Text-Dependent Questions

## High School – *Occurrence at Owl Creek Bridge*

- Is Ambrose Bierce sympathetic to the Union or the Confederacy? Cite specific phrases to support your response.
- Read the top 10 arguments on pro or con for the death penalty on [Death Penalty ProCon.org](http://DeathPenaltyProCon.org) Choose a position on the death penalty. Write a persuasive essay arguing your side. Support your opinion and provide counterarguments using facts and court cases from the information on this Web site.
- Take on the role of Farquhar’s defense or prosecuting attorney. Research your case based on the text and facts listed on the death penalty pro/con Web site. Prepare and present your closing argument for the jury summarizing your case and arguing against your opponent.

# Text-Dependent Questioning

<b>The Student Should Ask...</b>	<b>The Teacher Should Ask...</b>	<b>The Principal Should Ask...</b>
<ul style="list-style-type: none"><li>• Am I going back to the text to find evidence to support my response(s)?</li><li>• Am I attempting to engage with the author and with what the author is trying to say?</li><li>• Am I becoming aware of when I no longer understand what I am reading, and what might be causing me difficulty?</li></ul>	<ul style="list-style-type: none"><li>• Am I facilitating conversations with students that are dependent on the text?</li><li>• Am I asking questions that require students to find evidence in the text?</li><li>• Am I keeping students in the text?</li><li>• Am I reminding students to apply reading strategies when reading challenging texts?</li></ul>	<ul style="list-style-type: none"><li>• Am I encouraging teachers to spend more time with students writing about texts they read?</li><li>• Am I providing planning time for teachers to engage with the text in order to prepare and identify appropriate text-dependent questions?</li><li>• Am I supporting teachers in their effort to reach common understanding for what to expect from student text based responses at each grade level?</li></ul>

# Vocabulary Web Page

## ENGLISH SOL VOCABULARY

In order to become independent readers, students must build vocabulary by applying their knowledge of word structure and context clues to determine the meaning of unfamiliar words. Teachers need to provide both direct and indirect instruction in all areas of vocabulary development across all content areas.

### Lesson Plans

[English Enhanced Scope and Sequence \(ESS\) Sample Lesson Plans](#) help teachers align instruction with the 2010 English Standards of Learning (SOL) by providing examples of how the knowledge, skills and processes found in the SOL and curriculum framework can be presented to students in the classroom.

### Vocabulary ESS Sample Lesson Plans

[Applying phonetic principles](#) (PDF) / (Word) K.7 1.6 2.5

[Vocabulary development](#) (PDF) / (Word) K.8 1.8

[Homophones](#) (PDF) / (Word) 3.4 4.4 5.4

[Figurative language – identifying onomatopoeia](#) (PDF) / (Word) 5.4

[Context clues](#) (PDF) / (Word) 3.4 4.4 5.4

[Roots and affixes](#) (PDF) / (Word) 3.4 4.4 5.4

[Word reference materials](#) (PDF) / (Word) 3.4 4.4 5.4

[Using word maps to expand vocabulary](#) (PDF) / (Word) 6.4 7.4 8.4

### Vocabulary Skills

The 2010 English Standards of Learning require students to expand their vocabularies as they advance from grade to grade. The examples below are the types of skills students need to know. They are listed in the order they are presented in the Curriculum Framework.

- homophones
- roots
- prefixes
- suffixes
- synonyms/antonyms
- context clues – example, restatement, contrast
- content area words
- glossary, dictionary, thesaurus
- figurative language – simile, hyperbole, metaphor, personification
- symbol, euphemism, oxymoron, paradox
- Greek and Latin roots and word families
- word origins and derivations
- connotation/denotation



# Reading Resources & Priorities

## ***Effective Strategies for Improving Vocabulary Development***

- Which words do I teach explicitly?
- Which words do I teach implicitly?
- Which words should I not spend valuable instructional time on?

### ***Word Learning***

### ***Building Bridges to Better Vocabulary Instruction***

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# Look-Fors in Elementary English Instruction

- **Integration of all strands of English (Reading and Writing should only be separated when necessary)**
- **Research should be done on an ongoing and regular basis beginning at fourth grade**
- **Use of Paired Passages (fiction/nonfiction)**
- **Emphasis of nonfiction reading strategies**
- **Text- dependent questions**
- **Vocabulary study (text-based, phoneme-based, morpheme-based)**

## Look-Fors in Elementary English Instruction

- **Incorporation of media literacy beginning at fourth grade**
- **Focus on building 21<sup>st</sup> century skills**
- **Thinking-Enhanced-Items (TEI)**
- **Use of VDOE SOL Resources**
- **Project-based learning incorporates all strands of English SOL**

# Look-Fors in Secondary English Instruction

- **Integration of all strands of English- Reading and Writing should NOT be separated**
- **Research- should be done on an ongoing and regular basis**
- **Use of Paired Passages (fiction/nonfiction)**
- **Emphasis of nonfiction reading strategies**
- **Text- dependent questions**
- **Text-based vocabulary study**

# Look-Fors in Secondary English Instruction

- **Research components**
- **Incorporation of media literacy**
- **Focus on building 21<sup>st</sup> century skills**
- **Thinking-Enhanced-Items (TEI)**
- **Use of VDOE SOL Resources**
- **Project-based learning incorporates all strands of English SOL**

# 4-12 Reading Blueprints

The charts below illustrate the reporting categories for the new SOL assessments:

READING Reporting Categories	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	End-of-Course
Use word analysis strategies/word reference materials	7	7	8	8	8	8	10
Comprehension of Fiction texts	17	17	15	17	17	17	18
Comprehension of Nonfiction texts	16	16	17	20	20	20	27
Field Test Items	7	7	10	10	10	10	10
Total # items on test	47	47	50	55	55	55	65

# SOL Progression Chart: Reading

## 2010 English Standards of Learning Reading Skills Progression by Grade

Standard	Grade(s)												
	K	1	2	3	4	5	6	7	8	9	10	11	12
*The bodies of literature for grades 10, 11, and 12 (American, British, and World literature) are interchangeable and may be taught in any of these grades.*													
Make predictions.													
Discuss characters, setting, and important events.													
Relate previous experiences to what is read.													
Ask and answer questions about what is read.													
Identify text features specific to the topic, such as title, heading, and pictures.													
Set a purpose for reading.													
Identify the main idea or theme.													
Use reference materials.													
Identify the problem and solution.													
Summarize stories and events with beginning, middle, and end in the correct sequence.													
Draw conclusions based on text.													
Locate information to answer questions.													
Demonstrate comprehension of information in reference material.													
Differentiate between fiction and nonfiction.													
Identify the author's purpose.													
Summarize major points found in nonfiction texts.													
Describe relationship between text and previously read material.													
Identify cause and effect relationships.													
Distinguish between fact and opinion.													
Identify an author's use of figurative language.													
Describe character development.													



# Reflect

Think-Talk-Text

**What evidence do you have that your teachers are using VDOE resources for reading and vocabulary?**

**What should you be looking for in the classroom and what should be your next steps?**

# Related Items of Interest

# Teacher Direct

STANDARDS OF LEARNING (SOL) & TESTING

## Teacher *Direct*

Teacher Direct is designed to establish a more direct line of communication with classroom teachers and educators. The goal of Teacher Direct is to provide a way to share new instructional resources created by VDOE staff as well as make teachers aware of professional development and grant opportunities, and other information of special interest to teachers and their students.

### SOL News

#### Latest Headlines

- + Don't Go Nuts: Be A Child Advocate Against Food Allergies, October 3
- + Virginia Consortium of Gifted Education Administrators 2012 Annual Meeting
- + Virginia JumpStart Coalition for Personal Financial Literacy Summit
- + Joy of Children's Literature Conference, October 12
- + Earth Science Week is October 14-20
- + Literacy Leaders Symposium is October 17

### SOL Events

[Search](#) for professional development opportunities by date, content area, and event type.

### SOL Library

[Find](#) videos, presentations, and catalogs of resources related to the Standards of Learning (SOL).



[Download a Teacher Direct flyer](#) to distribute or post to help get the word out.

[http://www.doe.virginia.gov/testing/teacher\\_direct/](http://www.doe.virginia.gov/testing/teacher_direct/)



# FAQ

## Frequently Asked Questions About Virginia's 2010 English Standards of Learning

### Introduction

This document was prepared by Virginia Department of Education English Instruction staff with assistance from the Student Assessment staff in response to questions asked by educators during the implementation of the 2010 *English Standards of Learning*. Updates will be made on an as needed basis.



# SOL Practice Items

## Reading Practice Items

Clicking on a link for the Practice Items will launch the items in a browser window.

Grade/Course	Practice Items	Practice Items – Audio Version	Practice Item Guides (PDF)
Grade 3	<a href="#">Practice Items</a>	<a href="#">Practice Items – Audio</a>	<a href="#">Guide</a>
Grade 4	<a href="#">Practice Items</a>	<a href="#">Practice Items – Audio</a>	<a href="#">Guide</a>
Grade 5	<a href="#">Practice Items</a>	<a href="#">Practice Items – Audio</a>	<a href="#">Guide</a>
Grade 6	<a href="#">Practice Items</a>	<a href="#">Practice Items – Audio</a>	<a href="#">Guide</a>
Grade 7	<a href="#">Practice Items</a>	<a href="#">Practice Items – Audio</a>	<a href="#">Guide</a>
Grade 8	<a href="#">Practice Items</a>	<a href="#">Practice Items – Audio</a>	<a href="#">Guide</a>
End of Course	<a href="#">Practice Items</a>	<a href="#">Practice Items – Audio</a>	<a href="#">Guide</a>

**Tabbed Reading Passages Demonstration:** Demonstrates how tabs can be used to display paired reading selections in an online test. When paired reading selections are used on the reading tests, students are presented with two passages and a set of test items that are based on either one or both passages. Students may use the tabs to move between the two reading selections. Tabbed reading selections can be used for end-of-course (EOC) Reading during the fall 2012 test administration, and for grade 8 Reading and end-of-course (EOC) Reading during the spring 2013 test administration.

Click here for the [Audio Version of the Tabbed Reading Passages Demonstration](#).

Click here for the [answers](#) to the questions in the Tabbed Reading Passages Demonstration.

**Reading Passage Scrolling Demonstration:** Demonstrates how a scroll bar can be used to display a reading passage in an online reading test. No practice items will appear in this scrolling demonstration.



View a [narrated demonstration](#) with examples of various technology-enhanced item types that appear on the spring 2013 Reading SOL tests. These new SOL tests may consist of approximately 15 percent technology-enhanced items. To download this narrated demonstration as a MOV file, [right-click here](#). MOV video files require the free Apple [QuickTime player plug-in](#).



# SOL Assessment Notes

- **Stand-alone items, testing all 3 reporting categories, will remain as a block of test items but may have a different location**
- **Emphasis words (*most, main, best*) will not be emphasized on any SOL test**
- **Grade 3 Reading Test will not contain items emphasizing the words NOT or EXCEPT**  
**Supt's Memo #214-12**

# Lexiles

## SOL to Quantile/Lexile Conversion Tool

[SOL to Quantile/Lexile Conversion Tool \(OLCT\)](#) - Used by divisions to look up Lexile and Quantile measures associated with specific SOL tests.

**Convert Score**

To begin a search, please enter/select all search parameters and click on the Search button.

\* represents required field

**Search Reported Measure**

\*Measurement Type:

\*Test Name:

\*SOL Scale Score:

**Search Results** ([Back to Search](#))

Test Type	SOL Scale Score	Measurement Type	Reported Measure
Algebra I (2009)	475	Quantile	1330Q

The Lexile conversion chart has been moved to an SSWS application. New Reading tests will not have Lexile scores until Fall 2013.



Statewide Reading & Writing SOL Pass Rates		
Test	2011-2012	2012-2013
High School Reading	94	89
High School Writing	93	87
Grade-8 Reading	89	71
Grade-8 Writing	88	70
Grade-7 Reading	88	74
Grade-6 Reading	89	73
Grade-5 Reading	89	73
Grade-5 Writing	87	71
Grade-4 Reading	88	70
Grade-3 Reading	86	72

# EIRI

- **Legislation passed by the 2013 General Assembly (House Bill 2068; Senate Bill 1171) added kindergarten and grades one and two to the requirement that local school divisions provide early intervention services to students in grade three who demonstrate deficiencies based on their individual performance on diagnostic reading tests.**

# EIRI

- **"At the beginning of the school year, local school divisions shall partner with the parents of those third grade students in the division who demonstrate reading deficiencies, discussing with them a developed plan for remediation and retesting. The results of all reading diagnostic tests and reading remediation shall be discussed with the student and the student's parent prior to the student being promoted to grade four."**

# EIRI

- **“Reading intervention services may include the use of: special reading teachers; trained aides; volunteer tutors under the supervision of a certified teacher; computer-based reading tutorial programs; aides to instruct in-class groups while the teacher provides direct instruction to the students who need extra assistance; and extended instructional time in the school day or school year for these students.”**

# Additional 2013 General Assembly Actions

- **See Superintendent's memo 136-13 for  
May 24, 2013.**



# 2013-2014 Testing Windows

Test	Dates
Online Writing	March 3, 2014 to April 4, 2014
Non-Writing	April 14, 2014 to June 27, 2014

- See Superintendent's memo #150-13 for May 31, 2013.



# 4 English SOL Institutes Fall 2013

## Dates and locations:

- **October 3 - Wytheville**
- **October 8 – Portsmouth**
- **October 14 – Dulles**
- **October 29 – Charlottesville**



# Questions



# Contact Information

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