

Briefing for Literacy Leaders

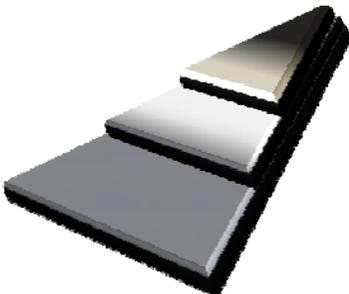


Reading Resources & Priorities Within a Tiered System of Supports

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Virginia Department of Education

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TIER I: Core, Universal



TA01
Decision Rules for Access to Supports

TA02 –
3-tiered framework
Preventative
Match interventions to individual needs of identified students

TA03-
Multidisciplinary team
Data-driven decisions
Monitor outcome (effectiveness) and process (fidelity)

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Overview

- I. Overview of Tiered Instruction
- II. Reading Priorities of 2010 English SOL
- III. Resources to Support Instruction



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	Tier 1	Tier 2	Tier 3
Students	All	Targeted	Specifically Targeted
Instructor	Gen. Ed Teacher	+ Specialists	++ Additional staff
Location	Classroom	Lab, etc.	Lab, etc.
Intensity	Daily Instruction	3/4 days a week	Based on need & daily
Grouping	Large/Small	Small (2 to 5) per group	Smaller and individualized
Monitoring	Universal screening 3 x year	Remediation of skills 1 to 3 times per wk.	Daily – focused learning
Curriculum	General	General	General
Instruction	High Quality Differentiate	Target specific deficits	Individual based on learner need

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Overview of Tiered Instruction

- Design of tiered instruction
- Indistar and tiered instructional support
- Continuum of services
- Observing and assessing effectiveness of tiered instructional groups

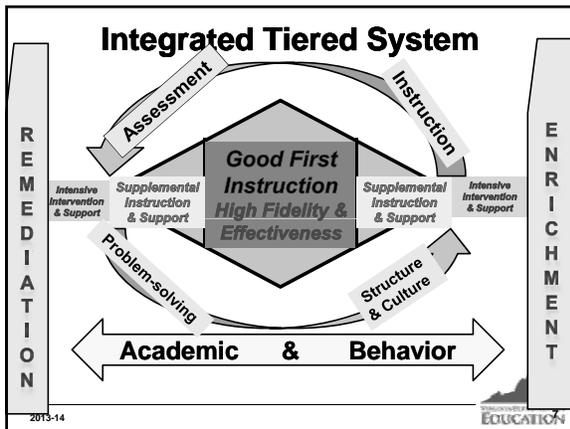



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Targeted Instruction Middle/High School Example

Monday	Academic & Behavioral Skills
Tuesday	Math
Wednesday	Language Arts
Thursday	Social Studies/Science
Friday	Advisory, College & Career Awareness

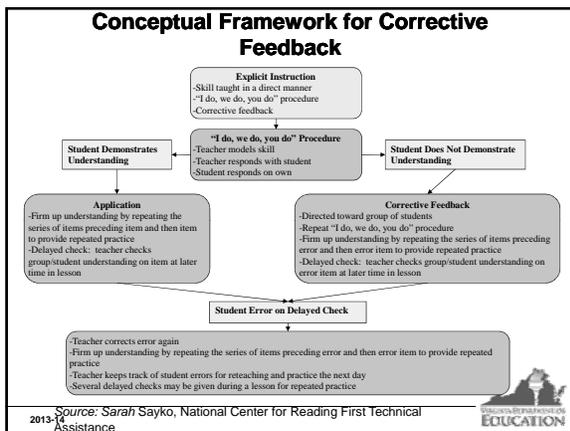
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Look-Fors in English Instruction

- 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)

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Look-Fors in English Instruction

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

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Reading Priorities of 2010 English SOL

Poll Question:
What percentage of teachers (school or division) currently have the essential knowledge and skills to support their colleagues in the implementation of the 2010 English SOL?

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Every Pupil Responds

Technique Name	Description
Fist of Five	Students show the number of fingers that corresponds to their level of understanding (one being the lowest, five the highest)
Individual Response Boards	Students use white boards or think pads to respond to a question. They hold up their answers for the teacher to check or the teacher can circulate to check individual responses.

Source: http://4j.lane.edu/files/curriculum/4j_ESS_Pre-assess_pupilresponse_chart.doc

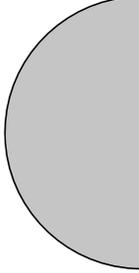
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Every Pupil Responds

Technique Name	Description
Signal Cards	Students indicate their level of understanding using cards labeled: • Red, , and Green • Yes/No • True/False • Negative/Positive • Stop, I'm lost/Slow down, I'm getting confused/Full steam ahead • Happy Face, Straight Face, or Sad Face
Choral Response	Students give choral responses to a whole class question. This allows the teacher to determine if most students understand a concept.

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Nonfiction Text Structures



Examples of Text Structures

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

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Reading-Vocabulary

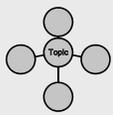
Intentional and *Incidental* Word Learning

- Read Alouds
- Direct Instruction
- Word Wall
- Small-group Reading



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Nonfiction Text Structures

Structure	Signal Words	Graphic Organizer
Description • Provides a specific topic and its attributes • Main idea(s) is/are supported by descriptive details	<ul style="list-style-type: none"> • Above • Across • All • Also • Appears to be • As an example 	<ul style="list-style-type: none"> • Behind • Below • Beside • By observing • Characteristics are • For example • For instance 

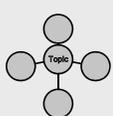
2013-14 Source: Margarita Calderón, Ph.D. 

Nonfiction Text Features

-  **Boldface**
-  *Italics*
-  **Captions**
-  **Headings & Subheadings**
-  **Graphics**

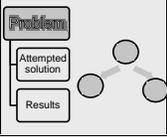
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Nonfiction Text Structures

Structure	Signal Words	Graphic Organizer
Description • Provides a specific topic and its attributes • Main idea(s) is/are supported by descriptive details	<ul style="list-style-type: none"> • Above • Across • All • Also • Appears to be • As an example 	<ul style="list-style-type: none"> • Behind • Below • Beside • By observing • Characteristics are • For example • For instance 
Sequence • Provides information/events in chronological order • Details are in specific order to convey specific meaning	<ul style="list-style-type: none"> • Additionally • After • After that • Afterward • Another • At ___ (time) • Before • During 	<ul style="list-style-type: none"> • Finally • First • Following • Initially • Last • Later • Meanwhile • Next 

2013-14 Source: Margarita Calderón, Ph.D. 

Nonfiction Text Structures

Structure	Signal Words	Graphic Organizer
Problem-Solution, Cause-Effect • Problems are identified and solutions are provided • Causes of conditions or problems are identified	• Accordingly • Answer • As a result • Because • Challenge • Decide • Fortunately • If /then	• Issue • One reason is • Outcome is • Problem • So 

2013-14 Source: Margarita Calderón, Ph.D.

Nonfiction Reading Strategies

Previewing

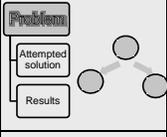
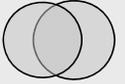
Questioning the Text (QTT)

2. Engage: Provide text(s) to groups of students

- Guide students to question the text
- Discuss the information obtained by students
- Summarize the information and have students add to this information during reading.

Source: McLaughlin, M., & Allen, M. B. (2002) *Guided Comprehension teaching model for grades 3-8*. Newark, DE: International Reading Association

Nonfiction Text Structures

Structure	Signal Words	Graphic Organizer
Problem-Solution, Cause-Effect • Problems are identified and solutions are provided • Causes of conditions or problems are identified	• Accordingly • Answer • As a result • Because • Challenge • Decide • Fortunately • If /then	• Issue • One reason is • Outcome is • Problem • So 
Comparison-Contrast • Two or more concepts presented as how they are alike and different	• However • But • As well as • Similarly • Although • On one hand/ on the other hand • Not only/ but also • Either/ or	

2013-14 Source: Margarita Calderón, Ph.D.

4-12 Reading Blueprints

The charts below illustrate the reporting categories for the new 10 assessments

READING Reporting Categories	3 rd	4 th	5 th	6 th	7 th	8 th	End of Course
Use word analysis strategies/word reference materials	7	7	8	8	8	8	10
Comprehension/fluency tests	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	85

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Nonfiction Reading Strategies

Previewing

Questioning the Text (QTT)

1. Model: Think aloud by asking and answering questions

- What is the text structure?
- What clues help us know the text structure?
- Is the topic familiar? Author? What do we know about each?
- What does the information on the front cover tell us? Back cover?
- What questions will this text answer?

Source: McLaughlin, M., & Allen, M. B. (2002) *Guided Comprehension teaching model for grades 3-8*. Newark, DE: International Reading Association

Reflect

Think-Talk-Text

What actions need to happen to ensure an emphasis is placed upon nonfiction?

What changes will you make to support tiered reading instruction?

Please respond to "all participants" so we may all benefit.

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Resources to Support Instruction

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Reading Resources & Priorities

ENGLISH SOL RESOURCES

TEXT-DEPENDENT QUESTIONS

The increased rigor in the 2019 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 experiences 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. Identification 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 text, and writing assignments. The use of these samples should not be considered an endorsement of those authors or specific texts.

Sample Text-Dependent Questions with Text

- Elementary Level (view)
 - Elementary Level Text Excerpt with Background Information (view)
- Middle School Level (view)
- High School Level (view)

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SOL English Resources

Standards (PDF)	Curriculum Framework (view)	Test Categories			Resources for Instruction & Assessment
		Reading	Writing	VALEET Reading	
All English	K-12	NA	NA	NA	Online Writing Resources – teaching strategies and lesson plans, video talks, ESL progression maps, graphic organizers, and resource links. <ul style="list-style-type: none"> Writing Prompts Anchor Sets with Simulations Instructional Writing Sets Instructional Writing Questions
History/Social Science					
Grade 3		Grade 3		Grade 3	Vocabulary Resources – teaching strategies, lesson plans, graphic organizers, and resource links.
Grade 4		Grade 4		Grade 4	
Grade 5	K-Grade 5		Grade 5		SOL Institute Presentations & Lessons
Grade 6		Grade 6		Grade 6	ESS Sample Lesson Plans – align instruction with the 2019 English SOL.
Grade 7		Grade 7		Grade 7	

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Vocabulary Web Page

ENGLISH SOL VOCABULARY

In order to become independent readers, students must build vocabulary by applying their knowledge of word structures 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 2019 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

- [Contextual vocabulary resources \(PDF\) \(Word\) \(K\) \(1\) \(2\)](#)
- [Vocabulary development \(PDF\) \(Word\) \(3\) \(4\)](#)
- [Homographs \(PDF\) \(Word\) \(3\) \(4\) \(5\)](#)
- [Figurative language – identifying connotations \(PDF\) \(Word\) \(3\)](#)
- [Context clues \(PDF\) \(Word\) \(3\) \(4\) \(5\)](#)
- [Roots and affixes \(PDF\) \(Word\) \(3\) \(4\) \(5\)](#)
- [Word relationships \(PDF\) \(Word\) \(3\) \(4\) \(5\)](#)

Using word maps to expand vocabulary (PDF) (Word) (3) (4) (5)

Vocabulary Skills

The 2019 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.

- interactions
- roots
- prefixes
- suffixes
- synonym/antonyms
- context clues – example, restatement, contrast
- context area words
- idioms, acronyms, thesaurus
- figurative language – simile, hyperbole, metaphor, personification
- symbol, euphemism, oxymoron, paradox
- Greek and Latin roots and word families
- word origins and details
- connotation/denotation

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Enhanced Scope and Sequence

Sample Lesson Plans for the 2019 English SOL

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 Plans

[Applying phonetic principles \(Word\) \(K\) \(1\) \(2\)](#)

[Vocabulary development \(PDF\) \(Word\) \(K\) \(1\) \(2\)](#)

Fiction

Nonfiction

Writing

Research

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Reading Resources & Priorities

Word Learning

Building Bridges to Better Vocabulary Instruction

Thomas Santiago
English & Reading Specialist
Virginia Department of Education

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?

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Nonfiction Text Features

Text Features Posters

Feature **Sidebar**

A sidebar gives additional information related to a topic or picture. It is usually located at the side of the page.

Example

Extraordinary
 Engaging
 Content
 with
EDUCATION

Source: Montgomery County Schools.
http://modx.mcps.org/Title_1_Files/Text%20Features.pdf

Literacy Activities for Stations

Teaching and Learning

 2002 Wiley Street, Suite 200
 Tallahassee, FL 32310
 Fax: 904.444.8382

Search

- Florida Assessments for Instruction in Reading (FAIR)
- Instructional Materials for Teachers
- Research Projects
- Teaching & Learning
- Progress Monitoring and Supporting Networks

Student Center Activities

During 1996-2007, a team of teachers at FCRR collected ideas and created Student Center Activities for use in kindergarten through fifth-grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide and Professional Development DVD that offers important insights on differentiated instruction and how to use the student center materials.

Frequently Asked Questions about Student Center Activities
 Grades K-1 Student Center Activities (2005)
 Grades K-1 Student Center Activities (Revised, 2008)
 Grades 2-3 Student Center Activities (2006)
 Grades 4-5 Student Center Activities (2007)

Student Center Activities and Instructional Routine Search Tool
 The K-5 Student Center Activities (SCA) and K-2 Instructional Routines search tool provides teachers access to the K-5 individual SCA and the instructional routines from empowering teachers. Use this search tool to find and print specific instructional

Source: Florida Center for Reading Research,
<http://www.fcrr.org/curriculum/SCAindex.shtml>

Literacy Activities for Stations

Multisyllabic Words

Source: Florida Center for Reading Research,
http://www.fcrr.org/curriculum/pdf/GK-1/Archive/P_Final_Part5.pdf

Walkthrough Forms

FLORIDA CENTER for READING RESEARCH
 for EDUCATORS for RESEARCHERS PMRN / FAIR about FCRR

Student Center Activities

Empowering Teachers

Principal Reading Walk-Through Checklist

Additional Documents

Principal Reading Walk-Through Checklists

The Principal Walk-Through checklist provides principals of kindergarten through fifth grade with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, fluency, strategy, vocabulary and comprehension.

Kindergarten (PDR)
First Grade (PDR)

http://www.fcrr.org/for-educators/principal_checklists.asp

Literacy Activities for Stations

Prefix and Suffix Flip Book

Prefix Words	Suffix Words
self	ish

prefix root word suffix

Source: Florida Center for Reading Research,
http://www.fcrr.org/curriculum/pdf/GK-1/Archive/P_Final_Part5.pdf

Walkthrough Forms

8. Teacher Instruction 8a. Teacher provides appropriate and clear instruction for all students including students at risk, English language learners, and students with special needs.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to determine
8b. Teacher implements program components with fidelity.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to determine
8c. Teacher differentiates instruction according to student needs based on assessment.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to determine
8d. Teacher uses explicit instruction during whole-group instruction and at the teacher-led centers.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to determine
8e. Teacher scaffolds instruction during whole-group instruction and at the teacher-led centers.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to determine
8f. Teacher provides ample opportunities for students to practice and receive corrective and positive feedback.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to determine
8g. Pacing is appropriate during whole-group and at the teacher-led centers.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to determine

Although developed for Florida educators, these checklists provide many helpful features beneficial to educational leaders elsewhere.

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Walkthrough Forms

12. Vocabulary		
12a. Teacher contextualizes unfamiliar words in stories read by using student-friendly explanations.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12b. Explicit vocabulary instruction is purposeful and ongoing as evidenced by lists of vocabulary words, graphic organizers, word walls, word sorts, etc.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12c. Teacher categorizes key vocabulary and identifies important features.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12d. Teacher provides instruction on word part meanings (e.g., root words, prefixes, suffixes) to determine the meanings of words.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12e. Teacher models and encourages students to use a dictionary, thesaurus, and digital tools to determine meanings of words and to identify alternative word choices.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12f. Teacher relates new vocabulary to prior knowledge through questioning or other instructional activities.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine

Although developed for Florida educators, these checklists provide many helpful features beneficial to educational leaders elsewhere.

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	Clearly Observed	Somewhat Observed	Not Observed
C. Students' Actions			
1. Takes risks in learning without fear of negative feedback.			
2. Engages actively in learning activities.			
3. Responds to teacher feedback to improve understanding.			
4. Uses technology to support understanding and learning.			
5. Makes connections from lesson content to real life experiences.			
6. Demonstrates or verbalizes understanding of lesson/skills.			
7. Demonstrates positive attitude about lesson.			
8. Revises or improves work based on teacher feedback.			
D. Assessment			
1. Informal assessments are used to measure understanding (thumbs up/down, point to, individual questioning, etc.			
2. Fidelity to the program is honored (if using a research-based Reading/Math program).			
3. A formal assessment tool was administered to			

Observations of Tiered Instruction

Key points about small group instruction:

- driven by data/assessments
- be well planned
- supplements the strong core lessons
- used as formative/not summative assessment tool to drive the next level of instruction
- formally observed by administration to help provide teachers with feedback and ensure monitoring of TA02 and TA03 indicators



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SOL Progression Chart: Reading

2010 English Standards of Learning Reading Skills Progression by Grade

Standard	Grade(s)	1	2	3	4	5	6	7	8	9	10	11	12
1. Analyze how the writing and rhetorical events...													
2. Analyze previous experiences to what is read.													
3. Ask and answer questions about what is read.													
4. Identify text features specific to the text, such as title, heading, and pictures.													
5. Use a program for reading.													
6. Identify the main idea or theme.													
7. Use reference materials.													
8. Identify the genres and subjects.													
9. Summarize main ideas and details.													
10. Summarize main ideas and details with beginning, middle, and end in the correct sequence.													
11. Locate information to answer questions.													
12. Use multiple representations of information in reference materials.													
13. Differentiate between fiction and nonfiction.													
14. Identify the author's purpose.													
15. Evaluate major points found in nonfiction texts.													
16. Identify relationships between text and previously read material.													
17. Identify cause and effect relationships.													
18. Compare/contrast texts and genres.													
19. Identify an author's use of figurative language.													
20. Analyze the author's development.													

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	Clearly Observed	Somewhat Observed	Not Observed
A. Design and teaching of Lesson			
1. Supplemental materials are used to support learning.			
2. Skills are matched to the need of the student.			
3. Skills are at appropriate level of challenge to student.			
4. Written lesson plan is followed.			
B. Teacher's Actions			
1. Monitors responses of students.			
2. Explains objective of lesson in student friendly terms.			
3. Provides encouragement and praise.			
4. Provides feedback to help build understanding.			
5. Records anecdotal notes on students' progress.			
6. Scaffolds skills to build success for students.			
7. Asks questions of each student to assess understanding.			
8. Makes adjustments to lesson based on students' responses.			
9. Uses technology to support learning.			

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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 Items Guides (PDF)
Grade 3	Practice Items	Practice Items - Audio	Guide
Grade 4	Practice Items	Practice Items - Audio	Guide
Grade 5	Practice Items	Practice Items - Audio	Guide
Grade 6	Practice Items	Practice Items - Audio	Guide
Grade 7	Practice Items	Practice Items - Audio	Guide
Grade 8	Practice Items	Practice Items - Audio	Guide
End of Course	Practice Items	Practice Items - Audio	Guide

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 6 Reading and end-of-course (EOC) Reading during the spring 2012 test administration. Click here for the [Audio Version of the Tabbed Reading Passages Demonstration](#).

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

View a [sampled 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 sampled demonstration as a MOV file, right-click here. MOV video files require the free Apple QuickTime player plugin.

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Make Your Own TEI

elephant

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4 SOL Institutes October 2013

Materials to be posted online

2013-14

Lexiles

SOL to Quantile/Lexile Conversion Tool

SOL to Quantile/Lexile Conversion Tool (QCL) - Used by divisions to look up Lexile and Quantile measures associated with specific SOL tests.

Convert Score

To begin a search, please enter/enter all search parameters and click on the Search button.
* represents required field

Measurement Type	Quantile	Search Reported Measure
Test Name	Algebra I (2009)	
SOL Scale Score	475	
<input type="button" value="Search"/>		

Search Results [Back to Search]

Test Type	SOL Scale Score	Minimum Grade	Type	Reported Measure
Algebra I (2009)	475		Quantile	12,092

Lexiles will be included within student English SOL score report.

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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 education. The goal of Teacher Direct is to provide a way to share professional 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

SOL Events

SOL Library

Standards

Resources

Professional Development

http://www.doe.virginia.gov/testing/teacher_direct/

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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.

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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?

Please respond to "all participants" so we may all benefit.

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