

Briefing for Literacy Leaders



Reading Resources & Priorities Within a Tiered System of Supports

**Dr. Rick Bowmaster, Academic Coach
Thomas Santangelo,
English & Reading Specialist
Virginia Department of Education**



Overview

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

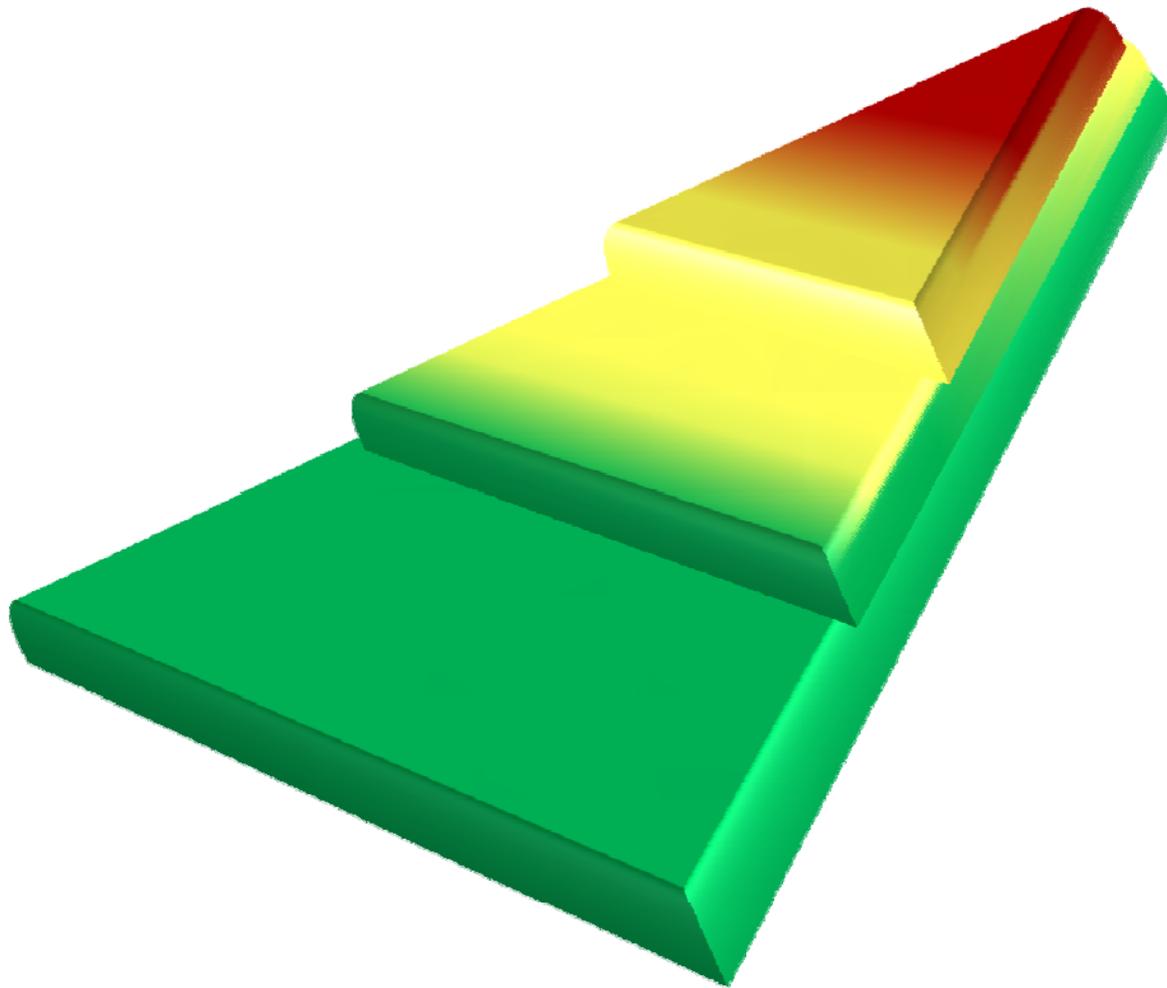


Overview of Tiered Instruction

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



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)

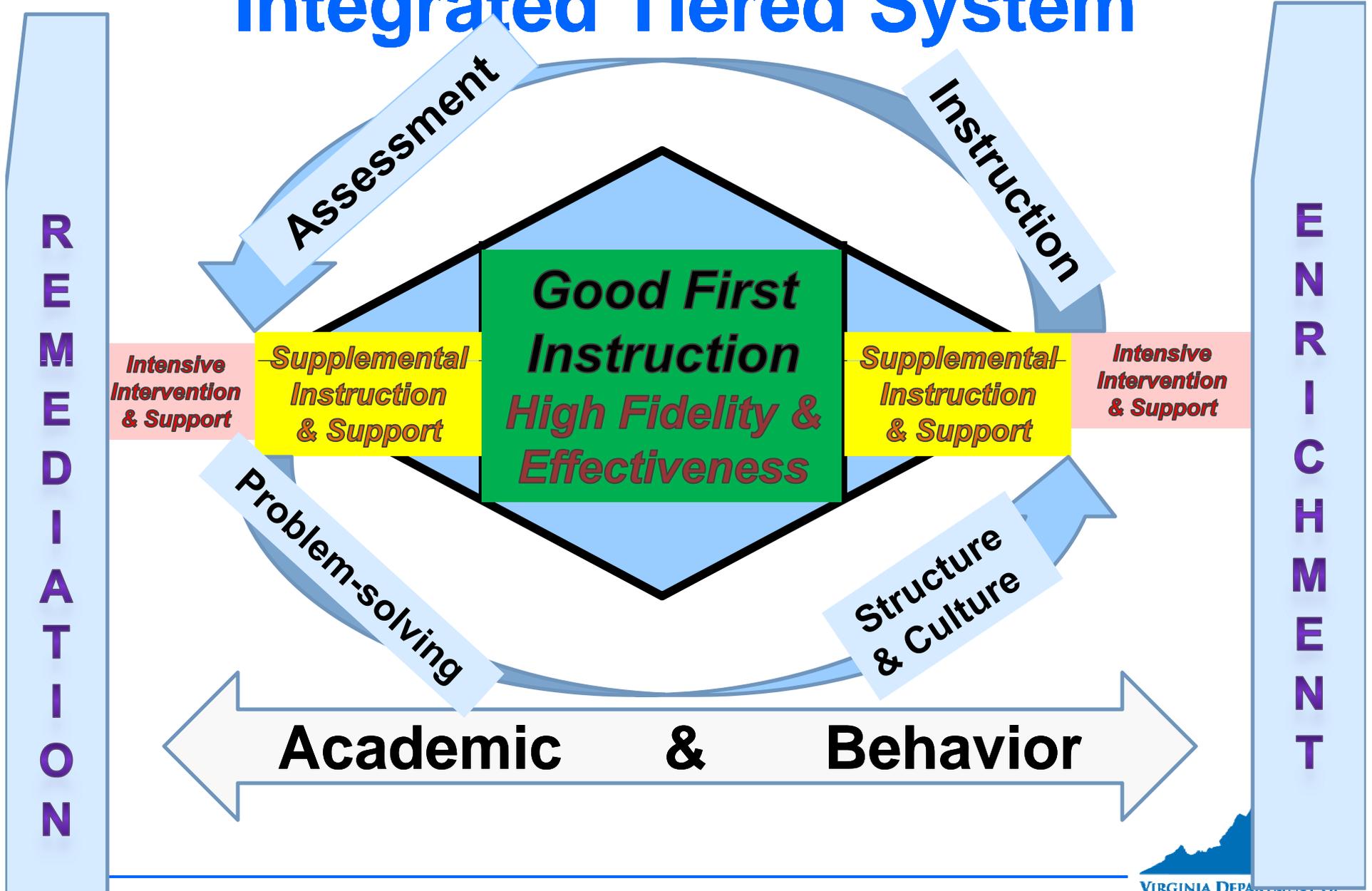
	Tier 1	Tier 2	Tier 3
Students	All	Targeted	Specifically Targeted
Instructor	Gen. Ed Teacher	+ Specialists	++ Additional staff
Location	Classroom	Lab, etc.	Lab, etc.
Intensity	Daily Instruction	3/4 days a week	Based on need & daily
Grouping	Large/Small	Small (2 to 5) per group	Smaller and individualized
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

Targeted Instruction

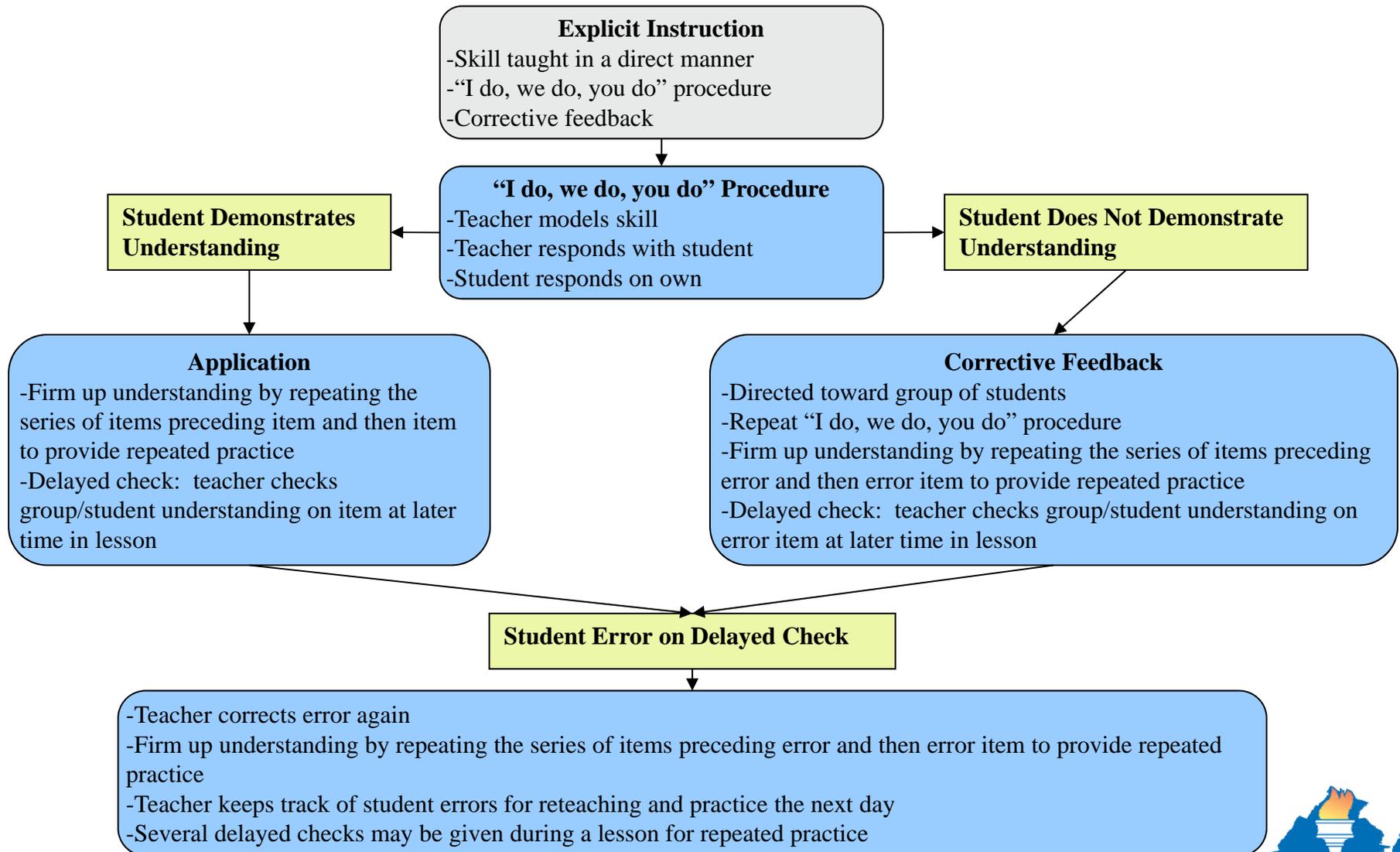
Middle/High School Example

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

Integrated Tiered System



Conceptual Framework for Corrective Feedback



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?

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)**

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**

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



Every Pupil Responds

Technique Name	Description
Signal Cards	<p>Students indicate their level of understanding using cards labeled:</p> <ul style="list-style-type: none">• Red, Yellow, 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	<p>Students give choral responses to a whole class question. This allows the teacher to determine if most students understand a concept.</p>

Reading-Vocabulary

Intentional and *Incidental* Word Learning

Read Alouds

Direct Instruction

Word Wall

Small-group Reading



Nonfiction Text Features



Boldface



Italics



Color



Captions



Headings & Subheadings



Graphics

Nonfiction Text Structures

Examples of Text Structures

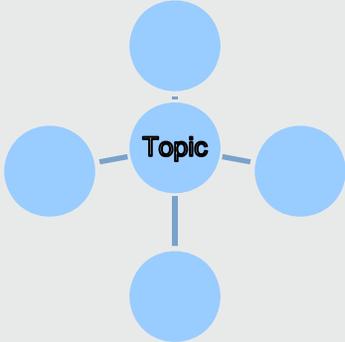
- Chronological or Sequential
- Comparison – Contrast
- Cause – Effect
- Problem – Solution
- Enumeration or Listing
- Concept – Definition
- Spatial Layout
- Classification
- Order of Importance
- Question – Answer

Nonfiction Text Structures

Structure

Signal Words

Graphic Organizer

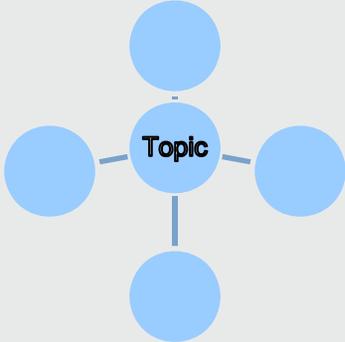
Structure	Signal Words	Graphic Organizer	
Description <ul style="list-style-type: none">• Provides a specific topic and its attributes• Main idea(s) is/are supported by descriptive details	<ul style="list-style-type: none">• Above• Across• All• Also• Appears to be• As an example	<ul style="list-style-type: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

Nonfiction Text Structures

Structure

Signal Words

Graphic Organizer

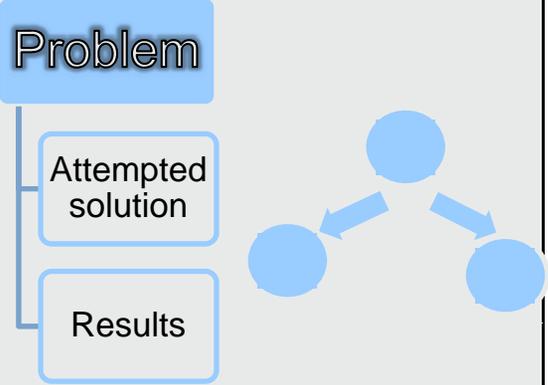
<p>Description</p> <ul style="list-style-type: none"> • Provides a specific topic and its attributes • Main idea(s) is/are supported by descriptive details 	<ul style="list-style-type: none"> • Above • Across • All • Also • Appears to be • As an example 	<ul style="list-style-type: none"> • Behind •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

Nonfiction Text Structures

Structure

Signal Words

Graphic Organizer

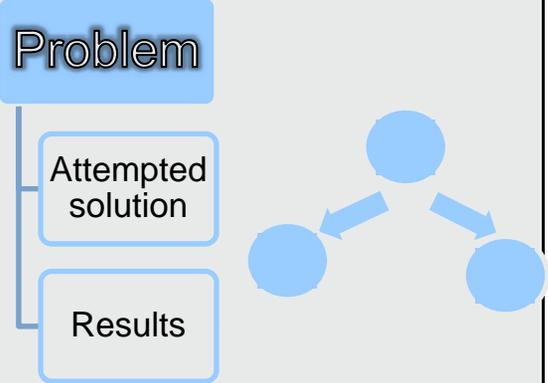
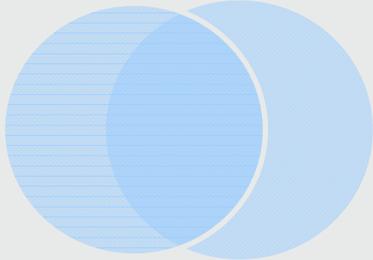
<p>Problem-Solution, Cause-Effect</p> <ul style="list-style-type: none"> • Problems are identified and solutions are provided • Causes of conditions or problems are identified 	<ul style="list-style-type: none"> • Accordingly • Answer • As a result • Because • Challenge • Decide • Fortunately • If /then 	<ul style="list-style-type: none"> • Issue • One reason is • Outcome is • Problem • So 	
--	---	---	---

Nonfiction Text Structures

Structure

Signal Words

Graphic Organizer

<p>Problem-Solution, Cause-Effect</p> <ul style="list-style-type: none"> • Problems are identified and solutions are provided • Causes of conditions or problems are identified 	<ul style="list-style-type: none"> • Accordingly • Answer • As a result • Because • Challenge • Decide • Fortunately • If /then 	<ul style="list-style-type: none"> • Issue • One reason is • Outcome is • Problem • So 	
<p>Comparison-Contrast</p> <ul style="list-style-type: none"> • Two or more concepts presented as how they are alike and different 	<ul style="list-style-type: none"> • However • But • As well as • Similarly • Although • On one hand/ on the other hand • Not only/ but also • Either/ or 		

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*^{21A}
teaching model for grades 3-8. Newark, DE: International Reading Association



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: A teaching model for grades 3-8*. Newark, DE: International Reading Association



4-12 Reading Blueprints

The charts below illustrate the reporting categories for the new SOL 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 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

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.

Resources to Support Instruction

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 (VMAS ^T)	
		Reading	Writing	VMAS ^T Reading	
All English	K-12	NA	NA	NA	<p>Online Writing Resources – teaching strategies and lesson plans, video links, SOL progression charts, graphic organizers, and resource links.</p> <ul style="list-style-type: none"> ■ Writing Prompts ■ Anchor Sets with Annotations ■ Instruction Anchor Sets ■ Instruction Writing Checklists <p>Vocabulary Resources – teaching strategies, lesson plans, graphic organizers, and resource links.</p> <p>SOL Institute Presentations & Lessons</p> <p>ESS Sample Lesson Plans – align instruction with the 2010 English SOL.</p>
Kindergarten	K-Grade 5	Grade 3	Grade 5	Grade 3	
Grade 1					
Grade 2					
Grade 3		Grade 4	Grade 5	Grade 4	
Grade 4					
Grade 5					



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 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)



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

Thomas Santangelo
English & Reading Specialist
Virginia Department of Education



Nonfiction Text Features

Text Features Posters

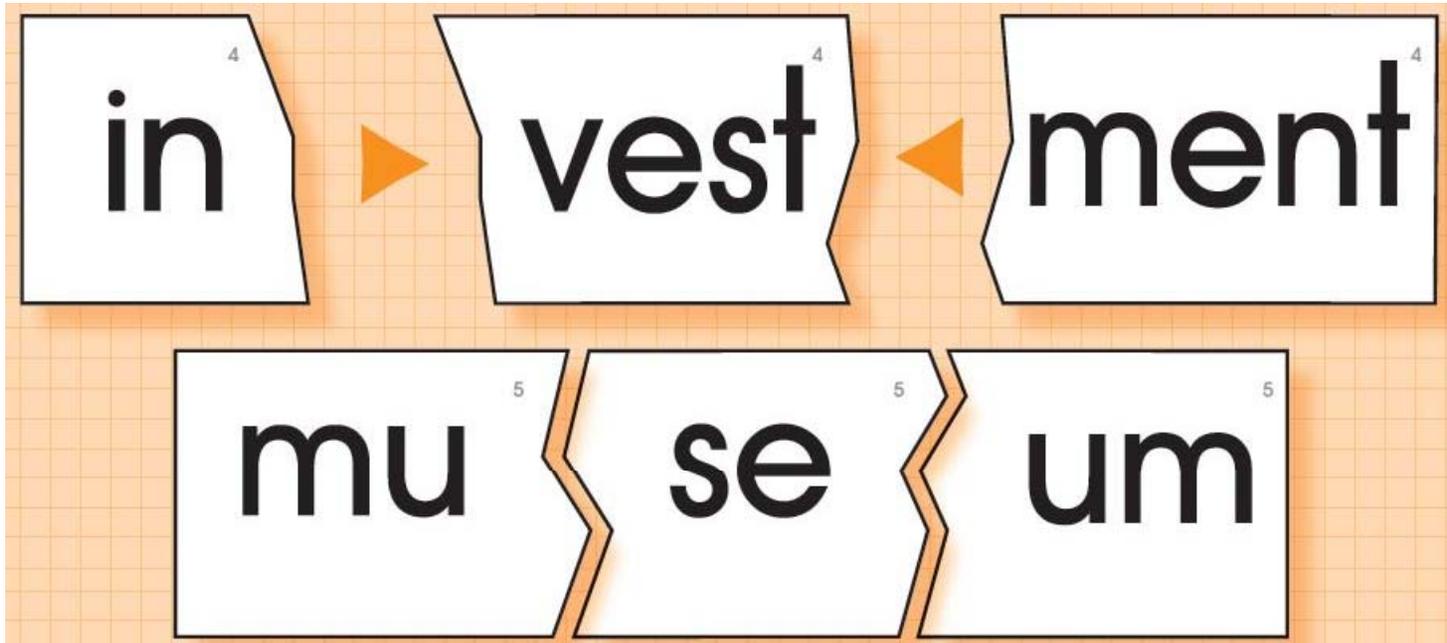


Source: Montgomery County Schools,
http://modx.mcps.org/Title_I_Files/Txt%20Features.pdf

Feature	Sidebar
Purpose	A sidebar gives additional information related to a topic or picture. It is usually located at the side of the page.
Example	 <p>What do crabs use claws for?</p> <p>Many crabs have big, meaty claws like hammers for smashing shells. Others use pincer claws like knives to slice up their food.</p> <p>Robber crabs live on land. They climb up coconut trees, then use their legs to pry open the tasty coconuts.</p> <p>See anomalous underwater animals with stinging tentacles. Beaver crabs grab a fistful of them and use them as boxing gloves to punch enemies!</p> <p>That's Weird!</p> <p>Thump! A sawtooth is a bird with a mighty kick. This beasty bird can't fly, so its only defense is to kick back its way out of trouble.</p> <p>Creeek!</p> <p>It has three dagger-sharp claws on each foot, which it uses to slash its enemies. It lives in the Australian rain forest.</p> <p>Take that!</p> <p>Extraordinary Dangerous Animals Anita Ganeri</p>

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

32



Literacy Activities for Stations

Prefix and Suffix Flip Book

The diagram illustrates a literacy activity for stations. It features a flip book with three rings and three sections labeled "prefix", "root word", and "suffix". The "root word" section contains the word "self" and the "suffix" section contains "ish". To the right is a table with "Real Words" and "Nonsense Words" columns, with "selfish" written in the "Real Words" column. Below is a smaller version of the flip book with "ful" and "er" in the top sections, and "ment" and "ish" in the bottom sections.

Real Words	Nonsense Words
selfish	

Phonics
Prefix and Suffix Flip Book
P098_AM11c

ful	er
ment	ish

2013-14

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

Literacy Activities for Stations



The screenshot shows the Florida Center for Reading Research (FCRR) website. At the top, there is a banner with the text "Teaching and Learning" on the left, a photo of a teacher assisting a student on the right, and the FCRR logo and contact information on the far right. Below the banner is a navigation bar with "FCRR Home >> Student Center Activities". The main content area is divided into two columns. The left column contains a search bar and five menu items: "Florida Assessments for Instruction in Reading (FAIR)", "Instructional Materials for Teachers", "Research Projects", "Teaching & Learning", and "Progress Monitoring and Reporting Network". The right column features the heading "Student Center Activities" followed by a paragraph describing the collection of activities from 2004-2007. Below this are links for "Frequently Asked Questions about Student Center Activities" and a list of activity guides for grades K-1, 2-3, and 4-5. At the bottom of the right column is a link for "Student Center Activities and Instructional Routines Search Tool" and a paragraph explaining its use.

Teaching and Learning

FCRR
Florida Center for Reading Research
2010 Levy Avenue Suite 100
Tallahassee, FL 32310
Map

send email 050.644.9352

FCRR Home >> Student Center Activities

Search

Florida Assessments for Instruction in Reading (FAIR)

Instructional Materials for Teachers

Research Projects

Teaching & Learning

Progress Monitoring and Reporting Network

Student Center Activities

During 2004-2007, 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 Routines Search Tool

The K-5 Student Center Activities (SCA) and K-3 Instructional Routines search tool provides teacher's access to the 522 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.shtm>



Walkthrough Forms

FLORIDA CENTER *for*
READING RESEARCH

for EDUCATORS

for RESEARCHERS

PMRN / FAIR

about FCRR

*Student Center
Activities*

*Empowering
Teachers*

*Principal Reading
Walk-Through
Checklists*

*Additional
Documents*

for EDUCATORS

Principal Reading Walk-Through Checklists

The Principal Walk-Through checklists provide 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, phonics, fluency, vocabulary and comprehension.

[Kindergarten \(PDF\)](#)

[First Grade \(PDF\)](#)

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



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.

Yes No Unable to determine

8b. Teacher implements program components with fidelity.

Yes No Unable to determine

8c. Teacher differentiates instruction according to student needs based on assessment.

Yes No Unable to determine

8d. Teacher uses explicit instruction during whole-group instruction and at the teacher-led center.

Yes No Unable to determine

8e. Teacher scaffolds instruction during whole-group instruction and at the teacher-led center.

Yes No Unable to determine

8f. Teacher provides ample opportunities for students to practice and receive corrective and positive feedback.

Yes No Unable to determine

8g. Pacing is appropriate during whole-group and at the teacher-led center.

Yes No Unable to determine

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



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 deter

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



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**



	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.			

	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 measure growth			

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.													

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	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 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.

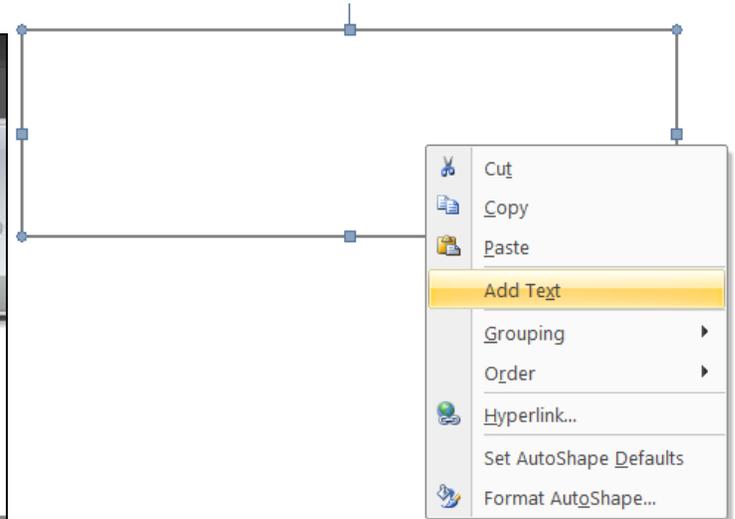
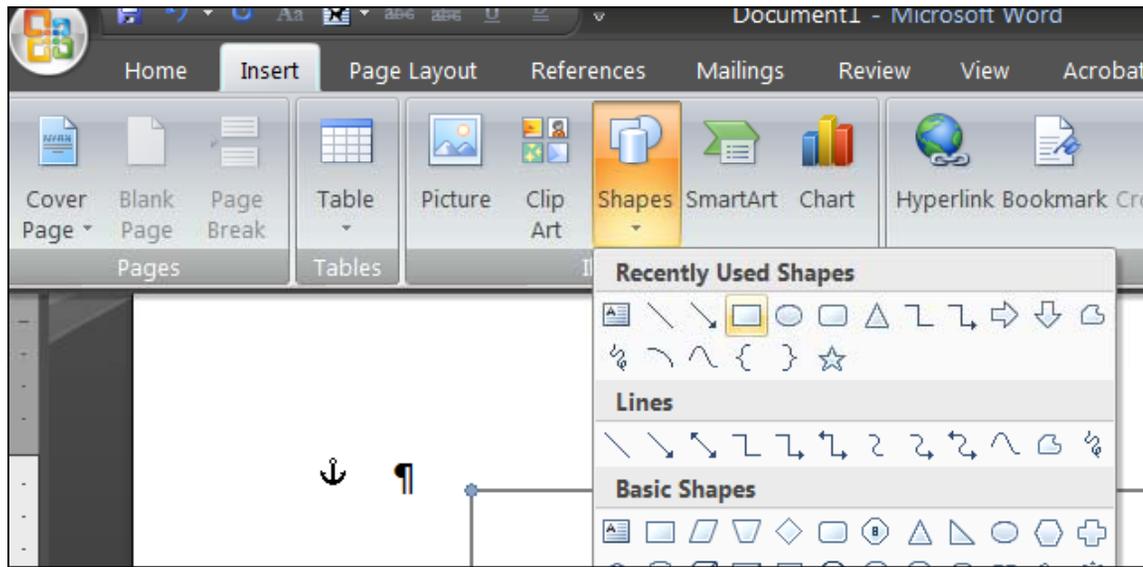
Reading Passage Scrolling Demonstration: Demonstrates how a scroll bar can be used to display a reading passage in an online reading test. No practice items will appear in this scrolling demonstration.



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](#).



Make Your Own TEI



elephant

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:	Quantile <input type="button" value="v"/>
*Test Name:	Algebra I (2009) <input type="button" value="v"/>
*SOL Scale Score:	<input type="text" value="475"/>
<input type="button" value="Search"/>	

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

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

Lexiles will be included within student English SOL score report.

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 SOL Institutes October 2013

Materials to be posted online

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/



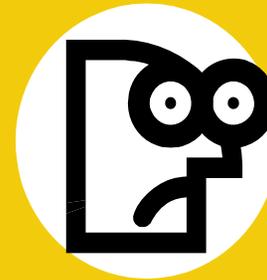
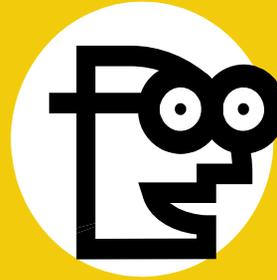
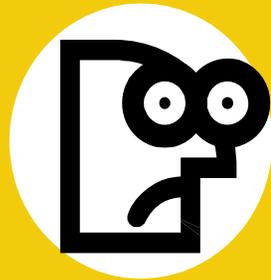
Reflect

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.



It's QUESTION TIME!!

Disclaimer

Reference within this presentation to any specific commercial or non-commercial product, process, or service by trade name, trademark, manufacturer or otherwise does not constitute or imply an endorsement, recommendation, or favoring by the Virginia Department of Education.