

# VIRGINIA LITERACY UPDATES

APRIL 2025



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## MESSAGE FROM THE ASSISTANT SUPERINTENDENT OF INSTRUCTION

Educators,

End of year VALLSS testing is just around the corner as the 2024-2025 school year is coming to a close soon. As you are well aware, educators have been busy this year learning a new Kindergarten through Grade 3 universal screening system, attending training related to evidence-based literacy instruction and science-based reading research, and meeting the needs of students through the implementation of student reading plans and core instructional, supplemental and intervention programs. Every division should be proud of the work that has been done this year to support Virginia students as they develop sound reading skills.

As divisions wind down this school year and begin planning for 2025-2026, please note the following key activities:

- End of year VALLSS screening begins April 21, 2025. Please read the related article in this update.
- Division Literacy Plan Planning Webinar will be held April 29, 2025. More information is in the planning section of this update.
- VALLSS 4-8 Pilot is ongoing in 20 school divisions. Information from this pilot will inform the requirements for next school year. Additionally, VDOE and VLP are analyzing data to determine the definition of “substantial deficiencies” on the Reading Standards of Learning Assessment that will determine which students in Grades 4-8 will receive intervention services. Updates will be provided as soon as possible.

As you are planning for VLA implementation next year, do not hesitate to contact VDOE by emailing [vla@doe.virginia.gov](mailto:vla@doe.virginia.gov). Thank you for all that you do for developing readers across the Commonwealth.

Michelle

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## INSTRUCTIONAL MATERIALS

**Please share with division-level ELA leaders, secondary teachers, and educators who are involved in the selection process for instructional materials.**

### English Grades 6-12 Textbook and Instructional Materials

On December 3, 2024, the VBOE received the Final Review of Proposed State Approved Textbooks for 6-12 English. The Board of Education took action to approve the list of proposed secondary English textbooks. The VDOE has published revised lists of approved textbooks on its [2024 English Textbooks webpage](#).

The *Code of Virginia* permits local school boards to use textbooks not approved by the VBOE. If a local school board opts to use a textbook not approved by the Board of Education, a local textbook review process should be conducted that includes components similar to the state level review. The [Guidelines for Local Textbook Approval](#) provide additional information.

A comprehensive overview of the current textbook review process, along with the Regulations Governing Local School Boards and School Divisions, are available in [Virginia's Textbook Review Process](#).

Note: This process is separate from the legislation set forth in the Virginia Literacy Act, which requires local school boards to adopt core curriculum from the [Board-approved list](#) for Grades K-5.

### Cycle 4 Curriculum Review

The 4<sup>th</sup> cycle of curriculum review is well underway. Virginia Literacy Partnerships received over 60 applications across all program areas, including literacy Core Kindergarten – Grade 5, Supplemental Programs Kindergarten – Grade 8, and Intervention Programs Kindergarten – Grade 8. Due to the large volume of program submissions, reviews are conducted on a rolling basis and include all submissions received in January 2025. It is anticipated that the results of these reviews, the Recommended Instructional Guides, will be presented to the Board of Education for review in early fall 2025.

## Approved 6-8 Recommended Supplemental and Intervention Instructional Program Guides

**\*New:** The Virginia Board of Education meeting on March 27, 2025, resulted in the Board voting to approve the Cycle 3 Grade 6-8 Approved Supplemental Instructional Program Guide and the Grade 6-8 Approved Intervention Instructional Program Guide. Divisions will use these approved guides to select supplemental and intervention programs for Grades 6-8 and will include these selections in the Division’s Literacy Plan.

- [6-8 Supplemental Instructional Program Guide](#)
- [6-8 Intervention Instructional Program Guide](#)
- [6-8 Supplemental and Intervention Programs - Price Information](#)

Questions about curriculum review can be emailed to [VLP-VLA@virginia.edu](mailto:VLP-VLA@virginia.edu) and [vla@doe.virginia.gov](mailto:vla@doe.virginia.gov).

## Purchasing Materials

VDOE has secured pricing for all approved core, supplemental, and intervention programs. Divisions may use the pricing structures on the pages linked below.

- [Approved Core Instructional Programs for Grades K-5 | Virginia Department of Education](#)
- [Intervention Instructional Program Guide & Supplemental Instructional Program Guide | Virginia Department of Education \(K-8\)](#)



### Next steps for divisions:

- Review approved lists for English Grades 6-8 to begin local adoption processes for textbooks and high-quality instructional materials (HQIM)/curriculum, including programs from the Approved Supplemental and Intervention Guides.

## Programs, Materials, and Approaches

The following definitions may be helpful to divisions as they consider additional resources that may be used in addition to approved programs in Kindergarten – Grade 8 classrooms:

### Core, Intervention, and Supplemental Programs:

Core, intervention, and supplemental programs are required components of the Virginia Literacy Act (VLA).

- **Kindergarten through Grade 5 core programs** provide evidence-based, comprehensive literacy instruction aligned to science-based reading research. Phonemic and phonological awareness, phonics, fluency, vocabulary, comprehension, and writing are all required components of a Core program. Core programs are implemented in Tier 1 classrooms.

- **Kindergarten – Grade 5 intervention programs** provide systematic, explicit evidence-based instruction aligned to science-based reading research to students who persistently struggle to master literacy skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **Grade 6-8 intervention programs** provide systematic, explicit evidence-based instruction aligned to science-based reading research to students who persistently struggle to master literacy skills including phonics and word knowledge, fluency, vocabulary, and comprehension.
- **Kindergarten – Grade 5 supplemental programs** provide additional evidence-based literacy instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to science-based reading research. The supplemental program is used to enhance a core instructional program during whole class or small group instruction. Teachers use a supplemental program when the core instructional program does not provide adequate instruction or practice opportunities in a specific literacy skill to meet student needs.
- **Grade 6-8 supplemental programs** provide evidence-based instruction aligned to science-based reading research in order to provide additional practice and/or instruction aligned to student or class needs. Supplemental materials are used to enhance grade-level instruction.

#### **Materials:**

Materials are resources that teachers incorporate to support instruction and facilitate student learning. These types of resources are online and in print, and include books, text sets, magazines, newspapers, articles, workbooks, etc. Quality materials include content that supports literacy development. Materials do not require, nor often include, a scope and sequence, teacher’s manual, implementation guide, or the like. Selection and use of instructional materials is a local division decision.

#### **Approaches:**

Literacy approaches include a sequence of instructional routines designed for implementation of core, supplemental, or intervention programs. The instructional routines can include specific language or prompts. Approaches often require extensive teacher training before effective implementation can occur. Selection and use of approaches is a local division decision.

Questions about curriculum review can be emailed to [VLP-VLA@virginia.edu](mailto:VLP-VLA@virginia.edu) and [vla@doe.virginia.gov](mailto:vla@doe.virginia.gov).

## **VALLSS: GRADES K-3**

**Please share with division-level ELA and assessment leaders, principal supervisors, elementary principals, and reading specialists who are responsible for the administration of VALLSS and EIRI services to ensure that all students K-3 are assessed according to the updated VALLSS assessment calendar.**

Kindergarten through Grade 3

**\*NEW\***: The Spring 2025 VALLSS Screening Period opens on April 21 and closes on May 16. No changes may be made after score entry closes on May 30. The following are the Spring 2025 Screening Requirements:

- Kindergarten and Grade 1: All students are required to be screened.
- Grade 2: Students who were at Moderate or High Risk at Mid-Year are required to be screened in Spring; any student may be screened.
- Grade 3: Screening is encouraged for students who were High or Moderate Risk at Fall and/or Mid-Year.

Just as with Fall and Mid-Year assessments, in addition to the *Band of Risk*, VALLSS: Grades K-3 *Instructional Indicators* supply information at the subtest level to indicate specific skills in which students would benefit from additional explicit instruction to move them towards the Low-Risk Band.

**\*NEW\***: Virginia Literacy Partnerships has created resources for discussing VALLSS with parents and families. These grade-level **Conversation Guides** may be found on *VAConnects > Resources > Family Support*.

Family Letter Templates to help with communicating VALLSS data are available in both Spanish and English and are found behind the login at *VAConnects > Resources > Family Support*. Families may access PDF versions [here](#). These can be helpful resources when sharing information about performance on the screening instrument.

Virginia Literacy Partnerships has created a resource sharing the [VALLSS Subtest Description and Examples](#). Divisions should consider sharing this information with families and caregivers, so that they are aware of the areas of literacy development that are measured in VALLSS. Virginia Literacy Partnerships has [family resources](#) available. VDOE also has a website dedicated to [family supports for reading](#).

**\*IMPORTANT\***: Student Reading Plans and EIRI Services should remain in place until the end of the academic school year. Questions regarding the [Early Intervention Reading Initiative \(EIRI\)](#) requirements and Student Reading Plans may be sent to [Ellen Frackelton](#), Elementary PK-5 Reading/Literacy Coordinator.

**\*IMPORTANT\***: Student Reading Plans should remain as a part of the student's cumulative records and should be maintained based on the division's retention processes.

### Supporting Students using Early Intervention Reading Initiative (EIRI)

The VLA and EIRI require an additional 2.5 hours of literacy instruction for students that are designated in the High-Risk Band on VALLSS. Intervention "(iv) may include the following services for the student: instruction from a reading specialist, trained aide, computer-based reading tutorial program, or classroom teacher with support from an aide, extended instructional time in the school day or school year, or, for students in grades six through eight, a literacy course, in addition to the course required by

the Standards of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's reading plan. In accordance with § [22.1-215.2](#), the parent of each student shall receive notice before services begin and a copy of the student reading plan.”

How schools meet the additional instruction for students designated in the High-Risk Band is a local division decision and will depend on the master schedule, resources available, and individual student’s needs. School divisions have flexibility and can use a combination of any of the above options to ensure that students receive 2.5 hours of additional literacy instruction a week.

All students, including students with an IEP or 504 Plan and students who qualify for English language services, who take VALLSS: Grades K-3 and score in the High-Risk band will be required to have a Student Reading Plan and qualify for EIRI services. EIRI requires 2.5 hours of additional reading support weekly. Divisions should consult with families, teachers, administrators, special educators, English language teachers, and reading specialists to determine student learning needs and ways to address them. VDOE and VLP have worked collaboratively to create guidance documents for students who have an IEP/504 Plan and students who qualify for English language support services.

- [EIRI IEP Guidance](#)
- [EIRI ELD Guidance](#)



**Next Steps for school divisions:**

- Communicate with parents about their child’s VALLSS scores.
- Plan for end of year student reading plan processes according to the local division processes.

## PROFESSIONAL DEVELOPMENT

**Please share with division-level ELA leaders, principal supervisors, and principals to ensure that all teachers are trained according to the requirements of the VLA. This information includes Board-approved training options, a timeline for completion, and supports for division implementation.**

### **VLA K-8 Specialty Area Professional Learning Optional Module**

The VLA K-8 Specialty Area Professional Learning Module is now available. This is an **optional non-Canvas module**. This module covers why the VLA is important, the reason behind why Virginia is shifting literacy instruction, evidence-based literacy instruction aligned to science-based reading research, and other related topics related to the VLA. It also discusses how this group of educators can support students, and ways to integrate literacy into your classroom. This optional module can be found on the VLP website on the [VLA for Specialty Area Teachers page](#).

## Science-based Literacy Training Options

### **Superintendent’s Memo 003-24**

[Virginia Literacy Act: Science-Based Literacy Instruction Training](#)

## Professional Educator Training Requirements

**\*Updated** Teacher Professional Development: Canvas Enrollment **\*Open for 2024-2025 School Year New Hires May 1<sup>st</sup> through 7<sup>th</sup> 2025.**

As part of the Virginia Literacy Act, Kindergarten-Grade 8 educators are required to receive training in evidence-based literacy instruction aligned to science-based reading research. Educators have until the beginning of the 2025-26 academic year to complete the training. Divisions must make every effort to ensure teachers complete their training by the training deadline.

To close out the enrollment of new hires for the 2024-2025 school year, who have not previously been submitted, please complete the spreadsheet template provided below. **Information will be forthcoming on enrollment for new hires for the 2025-2026 school year in a future Literacy Update.** In the template, divisions are provided an opportunity to list the course each teacher needs in column E, or they can opt to leave column E blank and teachers will receive the [Course Selection Survey](#).

This [updated spreadsheet template](#) should be submitted to the University of Virginia via SSWS Dropbox. Please ensure this information is shared with new hires who are required to complete the training. More specific directions about how to complete the template are on the first tab of the spreadsheet.

- Divisions should identify educators who need Canvas courses and submit names through the spreadsheet provided above.
  - School administrators and other roles that do not qualify (see our VLP Canvas Educator Group Chart in Frequently Asked Questions) should not be included for Canvas registration at this time.
- Divisions should confirm email addresses before submitting to ensure their teachers will receive the one time generated “Confirm Registration: Canvas” email. This cannot be sent again and will have to be manually fixed for each user.
- For each submission, please use a fresh template to ensure duplicate accounts do not get created.

If this template is sent to others at the school or division level to complete, the ELA supervisor (or designee) should compile all the information on one Excel file. When submitting, please select the following name under the University of Virginia in the SSWS Dropbox application: Kimberly Bavis – Senior Instructional Technology Specialist. If you encounter challenges with the spreadsheet beyond technical issues, contact Virginia Literacy Partnerships at [literacy@virginia.edu](mailto:literacy@virginia.edu). Once processed, participants will receive instructions for account set-up and course self-enrollment. Participants will receive an account creation notice email from [notifications@instructure.com](mailto:notifications@instructure.com) with the subject “Confirm Registration: Canvas,” with directions on how to set up their password. Not completing this step will result in a delay in accessing their account and course. Next, an email from [literacy@virginia.edu](mailto:literacy@virginia.edu) will follow the account creation which will allow teachers to complete a course-selection survey for enrollment in the appropriate science-based literacy Canvas course. VLP has provided a step-by-step guide for this process which can be shared with teachers and can be found [here](#).

Divisions must make every effort to ensure teachers complete their training by the training deadline of the start of the 2025-2026 academic school year. Divisions have shared strategies they are using to ensure they meet this deadline: 1) hosting monthly check-in meetings with all staff enrolled in the same course; 2) check-ins with school literacy coaches; 3) group sessions with teachers of similar content areas have scheduled times to complete the course; and 4) monthly progress reports to school leaders. If leaders would like to talk through strategies to achieve this, please reach out to [VLA@doe.virginia.gov](mailto:VLA@doe.virginia.gov).

For administrators, division-level leadership, and other educators not required to take Canvas courses, VLP has developed open-access training materials which can be found on their website: <https://literacy.virginia.edu>. Resources found here address K-3 learners, 4-8 learners, administrators, coaching support, and many other topics. Helpful resources can be found using the links below:

- [VLP Homepage](#)
- [K-3 VALUE series](#)
- [4-8 VALUE series](#)
- [VLP's VLA for Specialty Area Teachers](#)

## Resources to Support Division and School Administrators

**Please share with division-level ELA leaders, principal supervisors, and principals to support teachers who are completing Canvas courses to support required VLA training in 2024-2025.**

In response to the field, VLP has produced resources for division- and school-level literacy leadership to support educators as they work through Canvas modules. Infographics with information on the anticipated timeline for completion, audience, and focus of the Canvas modules have been created for each course and can be found on the [VLP Website for Reading Specialists and Administrators](#). The course overviews include the module title, module topics, and guiding discussion questions for each module within the respective Canvas courses. Use of these materials is **optional**. These materials can support meaningful discussions around learning objectives and provide support for grade-level or school-based trainings. These are available for K-5 courses and 6-8 courses.

## VLP Evidence-Based Literacy Instruction Canvas Course Reports

VLP has developed a reporting method to allow each division to see which teachers are enrolled in the Canvas courses, as well as their progression through the modules within the course. Each quarter, your SSWS division contact (the person who submits the files to VLP) will receive a file in SSWS from Beth Williams or Kimberly Bavis with your division's course report. **The third quarter course reports will be provided starting in mid-April 2025.** The fourth quarter course reports will be sent at the end of June 2025. Division contacts will receive an email from [literacy@virginia.edu](mailto:literacy@virginia.edu) before the file is shared with them in SSWS. **Files only stay in SSWS for seven days, so please promptly access and download your file when a notification has been received.**

Within the report, there is helpful information on the first tab of the spreadsheet "Helpful Information," followed by a tab for each of the ten courses. Teachers will be listed on the tab of the course they are

enrolled in as of the date of the report. There is also a tab for completion across all of the courses. If other division or school leaders require this information, please disseminate it to them.

## Reading Specialist Provisional Microcredential

**Please share with division-level ELA leaders, human resource directors, principal supervisors, and principals who need to enroll educators in a reading specialist position in the microcredential course to meet the requirements of VLA.**

Over 600 educators are currently enrolled in the Microcredential course. Divisions are asked to check in with registered teachers and provide supports to them. Division supports may include regular check-in on microcredential progress with the candidates by leadership, assistance from currently licensed reading specialist, or microcredential course study groups. Course completers will qualify for a five-year provisional reading specialist license that can help divisions fill reading specialist vacancies until full licensure <https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/section660/> can be obtained by individuals.

Teachers interested in enrolling in the Reading Specialist Microcredential Course must [complete the pre-registration form](#).

- Divisions should work with educators interested in becoming a reading specialist to sign-up for the reading microcredential course? and to enroll in a reading specialist degree program through a university.
- Division literacy leads, in partnership with human resource team members, should work to monitor and support educators who are completing the self-paced Reading Specialist Microcredential modules.
- Division human resources directors should work with successful microcredential completers to apply for the add-on endorsement through VDOE.
  - To add the endorsement, the school division will submit the following to the VDOE licensure office:
    - a completed Licensure Request Form (LRF),
    - the provisional certificate of completion, and
    - a \$50 fee payment.
    - The microcredential and provisional endorsement are not renewable.

## Webinars to Support Gifted and English Learner Instruction

The VDOE in partnership with VLP hosted webinars focusing on VLA implementation with English learners and gifted learners. The webinar recordings and slides are available on the Virginia Literacy Act [webpage](#) of the VDOE.

- [The Virginia Literacy Act and English Learners](#)
- [The Virginia Literacy Act and Gifted Learners](#)



### Next steps for division:

- Follow up with teachers who are taking the legislatively required Canvas training courses to provide supports for completion by the start of the 2025-2026 school year. Review the quarterly Canvas reports provided by VLP to follow teacher progress.
- Encourage teachers to sign-up for the Reading Specialist Microcredential program if they 1) desire to be a reading specialist and have not begun programming; or 2) are in a reading specialist program but will not be complete by the start of 2025-2026 and the division would like to hire them as a reading specialist.

## PLANNING

### Planning for 2025-2026 Grades 6-8 Implementation

**Please share with division-level and school-level ELA leaders to ensure planning is underway for next school year.**

**\*NEW:** Next year, division literacy plans should include implementation for Grades 6-8. Division and school leaders should consider this implementation an enhancement to existing Multi-Tiered Systems of Support (MTSS) which support students who are struggling with reading. The Virginia Board of Education reviewed for first review in February the list of recommended intervention and supplemental programs for middle schools. Once approved by the Board on final approval, divisions can use the program guides to select the intervention and supplemental programs for use next school year. Supplemental programs are intended to supplement the school's core curriculum where students need more instruction. Intervention programs are used to target specific student needs. As divisions and schools are planning for 2025-2026, please consider the following.

- Staffing- VLA provides funding to support local school divisions hire reading specialists to meet the requirement of 1:550 for Grades K-5 and 1:1100 for Grades 6-8.
- Screening- Virginia Literacy Partnerships (VLP) is currently piloting VALLSS: Grades 4-8 in 20 school divisions across the Commonwealth. The data gathered from the pilot will be used to determine the subtests and items that are included in the screener. The data from the pilot will also be used to determine VALLSS scoring, which will be a contributing factor in determining which students are required to have a student reading plan and receive intervention. Additionally, students who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment will be required to have a student reading plan and receive intervention.
- Student reading plans- Students who are designated in the high-risk band on the VALLSS will need a student reading plan. The components of the student reading plan will be based on the subtasks that are included in the finalized Grade 4-8 VALLSS. ([Code of Virginia 22.1-253.13:1](#))
- Curriculum- At the Virginia Board of Education meeting on February 27, 2025, the VDOE presented the Grades 6-8 Recommended Supplemental Instructional Program Guide and the Grades 6-8 Recommended Intervention Instructional Program Guide for first review. After a

period of 30 days, in which time the public may access, review, and provide feedback on the programs, the Guides will be presented to the Board with anticipated final action to approve them. Once final action takes place to approve the recommended programs, the Approved Supplemental and Intervention Instructional Program Guides will be final, and the process will be complete. Materials from this approved list will be utilized in middle school intervention courses.

- Scheduling for intervention- Existing MTSS programs can be enhanced with Board-approved supplemental and intervention programs for Grades 6-8. As an option for students in Grades 6-8, a literacy course, in addition to the course required by the Standards of Learning in English, that provides the specific evidence-based literacy instruction identified in the student’s reading plan *may be used* to provide intervention. ([Code of Virginia 22.1-253.13:1](#))

## Literacy Office Hours

**Please share with division-level ELA leaders to ensure they are connected to the communication and support offered this year for literacy.**

**\*REMINDER:** As released on June 27, 2024, in [Superintendent’s Memo 003-24](#), beginning July 10, Literacy Office Hours have been held for division instructional leaders to ask questions about the VLA implementation and give feedback on implementation.

Office hours are jointly hosted by VDOE and VLP staff. Literacy Office Hours are offered bi-weekly and in the new year will be held on Monday mornings from 10:30-11:00 a.m. starting on January 6, 2025. Monday, June 23, 2025 will be the final Literacy Office Hours for the 2024-2025 school year.

Updated Zoom links will be sent to division instructional leaders who have been designated as such in SSWS to register for the Office Hours. Once registered, you may attend any of the sessions without re-registering. Division literacy leaders can reach out to [vla@doe.virginia.gov](mailto:vla@doe.virginia.gov) for more information on registration. New division literacy leaders need to contact the school division Educational Registry Application (ERA) manager for the Single Sign-on for Web Systems (SSWS) platform to update the literacy contact information.

## Division Literacy Plan

**Please ensure that division reading specialist and dyslexia specialist contact information is posted on your division website.**

Per the Virginia Literacy Act, each local school board shall post, maintain, and update as necessary on each school board’s website a copy of its division-wide literacy plan and the job description and contact information for any reading specialist employed by such school division pursuant to subsection G of [§ 22.1-253.13:2](#) and for any dyslexia specialist employed by such school division. The Department shall post each division-wide literacy plan on its website. VDOE has posted the links to division literacy plans on the [Division Literacy Plan](#) webpage.

- Divisions should maintain an accurate website link which contains the DLP and job descriptions and contact information for reading specialists and dyslexia specialists employed by the division.

- Divisions should share the DLP with stakeholders, including teachers who are implementing the plan, parents, and the community.

## Timeline for Completion of the DLP

- SY 2024-2025: Baseline Data Collection
  - Divisions submitted first DLP – July 1, 2024 (completed)
  - Approval of DLPs from VDOE - August 1, 2024 (completed)
  - Divisions submit updates to the DLP – December 6, 2024 (completed)
- SY 2025-2026: Year 1 of the Biennial DLPs
  - Divisions submit updates to the DLP- June 30, 2025
    - The June submission is required. Divisions will identify selected core, supplemental, and intervention materials for Kindergarten through Grade 5. Divisions will also identify selected supplemental and intervention materials for Grade 6-8. Additionally, divisions will update their plans to indicate how they are implementing their plan to include communication planning, training, monitoring student progress, assessing division level progress, and engaging parents, caregivers, and community in grades K-8.
- SY 2026-2027: Year 2 of the Biennial DLPs

**\*New:** A webinar will be offered April 29, 2025 for division leaders as they plan for the submission of the biennial Division Literacy Plan. An announcement will be shared through the Virginia Education Update and via email to division level literacy contacts as designated in SSWS. Divisions should plan to collaborate as a division literacy team to watch the webinar and plan for changes to the Division Literacy Plans. A recording will be shared with those who register for the webinar.



### Next steps for division:

- Plan to attend the biennial Division Literacy Plan webinar on April 29, 2025.
- Register for this semester’s Literacy Office Hours if not already registered. The last Literacy Office Hours for 2024-2025 will be June 23, 2025.
- Review current implementation data of the division’s literacy plan to start planning for the biennial plans due June 30, 2025.

## REFERENCE CHARTS FOR PLANNING

**IMPLEMENTATION PLANNING CHART:** Use this chart as a quick reference guide for implementation dates of the components and grade levels of the Virginia Literacy Act.

	K	1	2	3	4	5	6	7	8
<b>Student Reading Plans</b>	2024 - 2025	2024- 2025	2024 - 2025	2024- 2025	2025- 2026	2025- 2026	2025- 2026	2025- 2026	2025- 2026
<b>VALLSS</b>	2024- 2025	2024- 2025	2024- 2025	2024- 2025 (required for specified students*)	2025- 2026 (required for specified students*)	2025- 2026 (required for specified students*)	2025- 2026 (required for specified students*)	2025- 2026 (required for specified students*)	2025- 2026 (required for specified students*)
<b>VALLSS Español</b>	2025- 2026	2025- 2026	2025- 2026	2025- 2026					
<b>Completion of training on evidence-based literacy instruction aligned to science-based reading research</b>	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025
<b>Instruction using the 2024 English Standards of Learning (Per VLA)</b>	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025
<b>Division Literacy Plan</b>	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2025- 2026	2025- 2026	2025- 2026

**PROFESSIONAL TRAINING CHART:** Use this chart as a quick reference guide for implementation dates of the components and grade levels of the Virginia Literacy Act.

<b>VLP Canvas Educator Group Chart</b>				
<b>Educator Group</b>	<b>VLA Requirements</b>	<b>Anticipated Canvas Modules Release</b>	<b>Number of Canvas Modules</b>	<b>Approximate Completion Time</b>
K-5 Reading Specialists	Required to attend Reading Institutes (Summer/Fall 2023 or Fall 2024) and complete Canvas modules*	September 2024	9	3-4 hours per module
K-5 Teachers with no LETRS or Orton-Gillingham courses that meet the specified criteria (Classroom, Special Educators, EL Teachers)	Required to complete <b>K-5 Teachers</b> Canvas Course	July 2024	9	2-3 hours per module
K-5 Teachers who have completed LETRS Volumes 1 & 2 <b>OR</b> Orton-Gillingham courses that meet the specified criteria (Classroom, Special Educators, EL Teachers)	Required to complete <b>K-5 Teachers Capstone</b> Canvas Course	July 2024	3	1-1.5 hours per module
K-5 Teachers who have completed <b>ONLY</b> LETRS Volume 1 (Classroom, Special Educators, EL Teachers)	Required to complete <b>K-5 Teachers Language &amp; Comprehension</b> Canvas Course	July 2024	7	2-3 hours per module
K-8 Principals	Required to attend Reading Institutes (Summer/Fall 2024)	N/A	<i>No Canvas modules are planned for K-8 principals at this time.</i>	N/A
6-8 Reading Specialists	Required to attend Reading Institutes (Fall 2024) and complete <b>6-8 Reading Specialists</b> Canvas Course	September 2024	9	3-4 hours per module
6-8 ELA Teachers with no LETRS or Orton-Gillingham courses that meet the specified criteria (ELA Classroom, Special Educators, EL Teachers)	Required to complete <b>6-8 ELA Teachers</b> Canvas Course	September 2024	9	2-3 hours per module
6-8 ELA Teachers who have completed LETRS Volumes 1 & 2 <b>OR</b> Orton-Gillingham courses that meet the specified criteria (ELA Classroom, Special Educators, EL Teachers)	Required to complete <b>6-8 Teachers Capstone</b> Canvas Course	September 2024	3	1-1.5 hours per module
6-8 ELA Teachers who have completed <b>ONLY</b> LETRS Volume 1 (ELA Classroom, Special Educators, EL Teachers)	Required to complete <b>6-8 Teachers Language &amp; Comprehension</b> Canvas Course	September 2024	6	2-3 hours per module

6-8 Content Area Teachers (Content Classroom, Special Educators)	Required to complete <b>6-8 Content Teachers</b> Canvas Course	September 2024	3	1-2 hours per module
K-8 Specialty and Resource Teachers ( <i>e.g., art, music, PE, CTE, resource</i> )	Optional non-Canvas module and will be available on the public UVA website	January 2025	N/A	1-2 hours