

VIRGINIA LITERACY UPDATES

JUNE 2025



MESSAGE FROM THE ASSISTANT SUPERINTENDENT OF INSTRUCTION

Educators,

Summer is here and so is the heat! We hope Virginia educators are getting a well-deserved break, staying cool, and catching up on your own summer reading. We know that planning for literacy implementation is well underway for the 2025-2026 school year. This will be the first year of full implementation for grades 4-8 of the [Virginia Literacy Act](#), now incorporated throughout the [Standards of Quality](#). To support divisions in the implementation of literacy instruction and intervention planning, VDOE will be co-hosting Literacy Office Hours weekly during the months of July and August. More information is located in this newsletter. Be sure to sign up and attend any/all sessions. There is a form for divisions to pre-submit questions by the Thursday prior to the Monday Office Hours session.

Are you still trying to fill Reading Specialist positions in your school divisions? VDOE has a microcredential course designed to support licensed teachers who have a desire to be a reading specialist, may or may not be enrolled in an approved reading specialist credential program, and would like to serve the school division prior to completing full degree requirements. Learn more about the Reading Specialist Microcredential program in this newsletter. Enrollment is ongoing and summer is a great time for teachers to complete this course which will grant them a 5-year provisional license as a reading specialist upon successful completion.

As you are planning for VLA implementation next year, do not hesitate to contact VDOE by emailing vla@doe.virginia.gov.

Happy Summer Reading!

Michelle C. Wallace, Ed. D.

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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.

K-5 Elementary Instructional Programs

The K-5 core, supplemental, and intervention programs linked below meet the expectations of the Virginia Literacy Act and have been approved for use by the Board of Education.

Core Instructional Programs K-5

- [Approved Core Instructional Programs for Grades K-5 | Virginia Department of Education](#)

Supplemental Programs K-5

- [Approved Supplemental Instructional Programs for Grades K-5](#)

Intervention Programs K-5

- [Approved Intervention Instructional Programs for Grades K-5](#)

6-12 Secondary Materials and Instructional Programs

The textbooks, instructional materials, supplemental programs, and intervention programs linked below have been through a review process, with approval from the Board of Education for use in 6-12 classrooms.

6-12 Textbooks and Instructional Materials

- The Board of Education approved the list of proposed secondary English textbooks on December 3, 2024. The current lists of approved textbooks for grades 6-12 can be accessed on the [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.

VLA Approved Supplemental Programs 6-8

- [6-8 Supplemental Instructional Program Guide](#) (Approved by the Board of Education March 2025)

VLA Approved Intervention Programs Grades 6-8

- [6-8 Intervention Instructional Program Guide](#) (Approved by the Board of Education March 2025)

Upcoming Approvals

Cycle 4 Curriculum Review

The 4th cycle of curriculum review will conclude in late summer. 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. Questions about curriculum review can be emailed to VLP-VLA@virginia.edu or vla@doe.virginia.gov.

Thank you!

Curriculum Review teams are comprised of educators across all eight Superintendent Regions and include VALLSS Division Representatives, administrators, literacy coaches, reading specialists, and classroom teachers. These reviews would not be possible without these dedicated, thoughtful teams! Virginia Literacy Partnerships wishes to thank all those in the Commonwealth who have served (and continue to serve) on review teams, working to identify programs that align with the requirements of the Virginia Literacy Act. The continued level of engagement from the field coupled with the teams' unwavering commitment to ensuring fidelity to the process speaks to the importance and impact of this work. Thank you!

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 existing core, intervention and supplemental programs for K-8 and determine which programs need local adoption updates for the upcoming school year.
- Select Grade 6-8 intervention and supplemental programs based on local adoption practices.
- Adopt Grade 6-12 English resources based on local adoption practices.
- Stay tuned for more approved programs coming in Fall 2025.

VALLSS

Please share with division-level ELA and assessment leaders, principal supervisors, elementary principals, middle school principals, and reading specialists who are responsible for the administration of VALLSS: K-3 and VALLSS: 4-8.

VALLSS Kindergarten through Grade 3

Virginia Literacy Partnerships is preparing the Spring 2024-2025 VALLSS: K-3 Literacy Screening Findings report that will be posted on the [Data Reports page](#) on the VLP website. Individual Division Reports for the 2024-2025 school year will be sent to divisions once the Spring report is complete.

The Legacy PALS website will be retired on June 30, 2025, and users will no longer have access to the system. Beginning Fall 2025, all user and student management tasks will be included in the [VAConnects website](#) which will reopen on July 28, 2025. Information will be emailed to divisions regarding logging in.

Certification Tutorials will be available in Mid-July, prior to [VAConnects](#) reopening. VLP will email login information to divisions when tutorials are available.

VALLSS Grade 4 through Grade 8

The Virginia Literacy Act specifies: “1. Each local school board shall provide reading intervention services to students in kindergarten through grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or a literacy screener provided by the Department.”

A list of frequently asked questions has been created as Virginia educators prepare for the launch of VALLSS: 4-8 in Fall 2025. More information on VALLSS: 4-8, including information about the subtests and scoring, will be released on the VLP website as it is finalized. Check here for more VALLSS: 4-8 information: <https://literacy.virginia.edu/virginia-language-literacy-screening-system-vallss-grades-4-8>

Additionally, a list of frequently asked questions for VLA implementation in grades 4-8 has also been created based on questions from the field during literacy office hours of as questions are submitted to VDOE. As additional decisions are made, information will be shared.

- [VALLSS: 4-8 Frequently Asked Questions](#)
- [VLA 4-8 Implementation Frequently Asked Questions](#)

Note, the Planning section below contains information regarding implementation of the Virginia Literacy Act for grades 4-8.



Next Steps for school divisions:

- Review end of year Reading Standards of Learning data to begin planning for VALLSS 4-8 screening next year.
- Share frequently asked questions with grade 4-8 principals, teachers responsible for screening and supporting students in literacy, and other educators who will be involved in VALLSS: 4-8 administration next year.

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.

New K-8 Reading Specialists

Please share with division-level ELA leaders, principal supervisors, and principals to ensure attendance of newly hired reading specialists at training. VDOE has contracted with UVA to conduct training for newly hired K-8 reading specialists for the 2025-2026 school year. Once fall dates and locations have been determined, VLP will share that information and provide a registration form. Divisions will be responsible for travel arrangements and expenses.

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

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.

The submission period for this current schoolyear is closed. The first enrollment period for new hires for the 2025-2026 school year will be July 14th-18th.

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.

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 elementary and secondary principals to support teachers who are completing Canvas courses to support required VLA training.

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

Teacher Professional Development: Canvas Enrollment

Please share with division-level ELA leaders, principal supervisors, and principals to ensure accurate enrollment in the Canvas courses monthly.

The first enrollment period for new hires for the 2025-2026 school year will be July 14th-18th.

To ensure a smooth and efficient process, it is requested that divisions submit a **single file** containing only new accounts using the provided template during the first seven days of each month.

[This spreadsheet](#) has been created for division leaders to identify the teachers and reading specialists who need to enroll in VLP Canvas Courses. In the spreadsheet, divisions are only required to complete columns A-D which contains the information necessary for VLP to register teachers for Canvas. This spreadsheet should be submitted to the University of Virginia via SWSS Dropbox.

- Divisions should identify educators who need Canvas courses and submit names through the spreadsheet provided above.
- School and division level administrators should not be included 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.
- If teachers have moved from another division and have an existing account, please do not submit them for a new account. Please reach out to literacy@virginia.edu to have their existing accounts updated. Please provide their previous division email addresses and their current division email addresses.
- If teachers have a name change, please do not submit them again, please reach out to literacy@virginia.edu to update their existing account. Please provide their previous name and email address and their updated name and email address.
- For each submission, please use a fresh template to ensure duplicate accounts do not get created.
- Divisions are responsible for monitoring completion of the training requirements.

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. After this initial enrollment period (July 14th-18th), divisions may continue to submit additional individuals on new spreadsheets during the first week (1st – 7th) of each month as new employees are hired.

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 VLP at 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 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 will follow the account creation which will allow teachers to complete a self selection survey for enrollment in the appropriate science-based literacy Canvas course. VLP has provided a step-by-step guide for this process with troubleshooting support, which can be shared with teachers and can be found [here](#). Once enrolled, participants may begin the courses immediately.

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 fourth quarter course reports will be provided at the end of June 2025.** Division contacts will receive an email from 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 elementary and secondary principals who need to enroll educators in the microcredential course to meet the staffing requirements of VLA.

Over 800 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](#) 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.



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 Updates to the Division Literacy Plan

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

Division Literacy Plans Biennial Submission

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 30, 2025 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.

- Plans must be submitted via the [Single Sign-on for Web Systems \(SSWS\)](#). [Instructions](#) for uploading the plans are now available. Division SSWS Administrators are responsible for granting access to the necessary SSWS applications for their staff.
- SY 2026-2027: Year 2 of the Biennial DLPs

As indicated in Virginia Education Update Article [2025-15-183](#), a webinar was offered for division leaders as they plan for the submission of the biennial Division Literacy Plan. A [recording of this webinar](#) is now available and posted on the Virginia Literacy Act [webpage](#).

Planning for 2025-2026 Grades K-3 Implementation

Division leaders should reflect on the successes and areas of growth from the 2024-2025 school year in order to plan for the 2025-2026 academic year. Division and school leaders should analyze their data to best determine areas to focus on for year two of implementation, including training for new staff members, principals, and/or division leadership. The list below are items divisions should consider as they plan for 2025-2026.

- Staffing- VLA provides funding to support local school divisions hiring reading specialists to meet the requirement of 1:550 for Grades K-5.
- Screener- VALLSS serves as an early warning system to detect reading difficulties which will allow educators to better understand early literacy targets.
- Student Reading Plans- Student Reading Plans will be written for students in Grades K-3 who have the designation of High Risk on VALLSS. Division and school leaders can review the [Division and Practitioner Student Reading Plan Guidance](#). Division and school leaders can also review the *sample* Student Reading Plans that show a variety of ways divisions could write goals and objectives for students.
 - [Maggie Sample Kindergarten](#)
 - [Laura Sample Grade Two](#)
 - [Joseph Sample Grade Three](#)
- Curriculum- Division leaders are encouraged to use Chapter 8: Establishing Accountability & Progress Monitoring, and Continually Adjusting Strategy from the [VLA Implementation Playbook](#) when determining next steps of implementation of Board of Education approved curriculums during core instructional instruction.

- Early Intervention Reading Initiative (EIRI)-The VLA and EIRI requires an additional 2.5 hours of literacy instruction for students in Kindergarten – Grade 3, that are designated in the High-Risk band on VALLSS. How schools meet the additional instruction for students is a local division decision and will depend on the master schedule, resources available, division selected approved programs, and individual student’s needs.
Intervention materials for grades K-8 must be selected from the [Board Approved Intervention List for K-5](#) and the [Board Approved Intervention List for Grades 6-8](#).

Planning for 2025-2026 Grades 4-8 Implementation

As divisions are planning for the 2025-2026 school year, and year two of VLA implementation to include the legislative expansion through grade eight, the Virginia Department of Education will continue to provide updates regarding pertinent information for Grades 4-8. As additional decisions are made, information will be shared with the field.

To date, the following information can be utilized by divisions to plan for VLA 4-8 implementation:

- Students who score in the basic or below basic range on the end of year Standards of Learning assessment for reading (grades 3-7 in the current school year) will be screened using the VALLSS 4-8 screener in the fall of the following school year. These students will also have individual student reading plans to support their literacy intervention and development.
- Teachers may administer VALLSS: 4-8 to students who are not required to participate. The decision to administer VALLSS: 4-8 to students who are not required to participate will be a school level decision. Parents may also request that their child be screened, regardless of the student’s SOL score.
- Pursuant to the Code of Virginia through the Standards of Quality, [§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives](#), in grades 4-8, local school divisions may determine how schools meet the additional instruction time for intervention. There is not a time requirement for intervention instruction as there is with grades kindergarten through grade three through the [Early Intervention Reading Initiative](#). Local intervention decisions will depend on the master schedule, staffing, resources available, and individual student’s needs. School divisions have flexibility and can use a combination of any of the options included below to ensure that students receive literacy intervention. This is an opportunity for middle school grade level teams to collaborate and determine the best interventions and supports for students. Intervention 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,
 - an additional literacy course, outside of the required SOL English course, that provides the specific evidence-based literacy instruction identified in the student's reading plan (optional for grades 6-8).

- Intervention materials for grades K-8 **must be selected** from the [Board Approved Intervention List for K-5](#) and the [Board Approved Intervention List for Grades 6-8](#).
- Any student who receives intervention services will require a Student Reading Plan (SRP). The SRP for grades 4-8 is currently in development, however, like the SRP template for grades K-3, the plan will target the specific needs of the student.
- A reading specialist, in collaboration with the teacher of any student who receives reading intervention services, shall develop, oversee implementation of, and monitor student progress on a student reading plan. School divisions may employ certified reading specialists or educators who have successfully completed the Reading Specialist microcredential course and received the add-on endorsement. Any add-on endorsement that results from completion of such microcredential program shall be provisional for a period of five years.
 - Reading specialists are SOQ funded. Division literacy leaders should collaborate with division finance personnel to determine how many reading specialists are allocated at the secondary level to meet the 1:1100 ratio in the Virginia Literacy Act.
 - Pursuant to the Code of Virginia, [§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel](#), to provide reading intervention services required by [§ 22.1-253.13:1](#), school divisions may employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed by the Board. Local school divisions that employ a sufficient number of reading specialists to meet this staffing standard may assign reading specialists to grade levels according to grade levels with greatest need, regardless of the individual staffing standards established for grades kindergarten through five and six through eight.
- Local school divisions may establish additional communication and protocols regarding division-level decisions around participation in the VALLSS Screener, Student Reading Plan, or intervention services. Parents may opt their student out of these services.
- Updated Biennial Division Literacy Plans are due June 30, 2025. Divisions will need to identify selected supplemental and intervention materials for Grade 6-8. Additionally, divisions will update their plans to include communication planning, training, monitoring student progress, assessing division level progress, and engaging parents, caregivers, and community in grades K-8.

Divisions should send any questions to vla@doe.virginia.gov for consideration and to share more information as it becomes available.

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.

Office hours are jointly hosted by VDOE and VLP staff. Current office hours for the 2024-2025 school year have ended.

To support the 2025-2026 implementation of VLA in Grades 4-8, VDOE and VLP will hold weekly Literacy Office Hours. Summer office hours will be held on Mondays 10:30 a.m. starting June 30, 2025.

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 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.



Next Steps for school divisions:

- Continue to revise Division Literacy Plans for submission on June 30, 2025.
- Review VLA implementation from 2024-2025 and determine if changes are needed for 2025-2026 implementation, including scheduling for screening and interventions for students.
- Review end of year Reading Standards of Learning data to begin planning for VALLSS 4-8 screening next year. Determine schedules for screening students and potential plans for student interventions.
- Register for the summer Literacy Office Hours.
- Share frequently asked questions documents with grade 4-8 principals, teachers responsible for screening and supporting students in literacy, and other educators who will be involved in VALLSS 4-8 screening next year.

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
Student Reading Plans	2024 - 2025	2024- 2025	2024 - 2025	2024- 2025	2025- 2026	2025- 2026	2025- 2026	2025- 2026	2025- 2026
VALLSS	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*)
VALLSS Español	2025- 2026	2025- 2026	2025- 2026	2025- 2026					
Completion of training on evidence-based literacy instruction aligned to science-based reading research	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025
Instruction using the 2024 English Standards of Learning (Per VLA)	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025
Division Literacy Plan	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2024- 2025	2025- 2026	2025- 2026	2025- 2026

VLP Canvas Educator Group Training Chart: Use this chart as a quick reference guide for implementation dates of the components and grade levels of the Virginia Literacy Act.

Educator Group	VLA Requirements	Anticipated Canvas Modules Release	Number of Canvas Modules	Approximate Completion Time
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 K-5 Teachers Canvas Course	July 2024	9	2-3 hours per module
K-5 Teachers who have completed LETRS Volumes 1 & 2 OR Orton-Gillingham courses that meet the specified criteria (Classroom, Special Educators, EL Teachers)	Required to complete K-5 Teachers Capstone Canvas Course	July 2024	3	1-1.5 hours per module
K-5 Teachers who have completed ONLY LETRS Volume 1 (Classroom, Special Educators, EL Teachers)	Required to complete K-5 Teachers Language & Comprehension Canvas Course	July 2024	7	2-3 hours per module
K-8 Principals	Required to attend Reading Institutes (Summer/Fall 2024)	N/A	No Canvas modules are planned for K-8 principals at this time.	N/A
6-8 Reading Specialists	Required to attend Reading Institutes (Fall 2024) and complete 6-8 Reading Specialists 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 6-8 ELA Teachers Canvas Course	September 2024	9	2-3 hours per module
6-8 ELA Teachers who have completed LETRS Volumes 1 & 2 OR Orton-Gillingham courses that meet the specified criteria (ELA Classroom, Special Educators, EL Teachers)	Required to complete 6-8 Teachers Capstone Canvas Course	September 2024	3	1-1.5 hours per module
6-8 ELA Teachers who have completed ONLY LETRS Volume 1 (ELA Classroom, Special Educators, EL Teachers)	Required to complete 6-8 Teachers Language & Comprehension Canvas Course	September 2024	6	2-3 hours per module
6-8 Content Area Teachers (Content Classroom, Special Educators)	Required to complete 6-8 Content Teachers Canvas Course	September 2024	3	1-2 hours per module
K-8 Specialty and Resource Teachers (e.g., art, music, PE, CTE, resource)	Optional non-Canvas module and will be available on the public UVA website	January 2025	N/A	1-2 hours