

VIRGINIA LITERACY UPDATES

JULY 2025



MESSAGE FROM THE ASSISTANT SUPERINTENDENT OF INSTRUCTION

Educators,

As you are gearing up to welcome students back into the classroom for the 2025-2026 school year, I want to thank you for your dedication to supporting literacy and learning. We have seen and heard some great stories of success from last year's implementation of the Virginia Literacy Act in elementary school classrooms. Your commitment to creating readers and writers across the Commonwealth is inspiring and much appreciated.

This year brings new excitement and momentum as we expand the literacy supports to students in the middle school. With this implementation, there will be a renewed focus on evidence-based literacy instruction for students who need support. Together, we are working to empower every literacy learner with the tools needed to grow and thrive. Whether you will be supporting early learners or helping middle school students grow their literacy skills, your impact will echo well beyond the classroom walls.

This literacy update includes new information on professional development for teachers and reading specialists, calendar information for VALLSS assessments, new student reading plans for grades 4-8, and reminder information about various literacy implementation topics. If you are still in search of reading specialists for 2025-2026, please check out the section on the Reading Specialist Microcredential option to assist school divisions in filling those positions.

Thank you for all that you do – and here's to a year filled with discovery, determination, and lots of good books! Have a great school year!

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.

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 prepared the Spring 2024-2025 VALLSS: K-3 Literacy Screening Findings report that, after final VDOE approval, 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 was permanently retired on June 30, 2025, and users 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.

VALLSS Certification Tutorials are now available and are housed on a new tutorial platform that requires a login that is separate from the VAConnects login. Users need to create a new tutorial account using their school division email address. An email was sent to VALLSS Division Representatives, Division Roles, and School Literacy Contacts on Friday, July 11, 2025. Once VAConnects reopens on July 28, the link to the tutorial will also be on the VALLSS Resources tab.

- **NEW!** [VALLSS: Grades K-3 Assessment Calendar](#)

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.”

As Virginia educators prepare for the launch of VALLSS: 4-8 in Fall 2025 the following documents are available:

- [VALLSS: Grades 4-8 Frequently Asked Questions](#)
- [VALLSS: Grades 4-8 Overview](#)
- [VALLSS: Grades 4-8 Subtest Information](#)
- **UPDATED!** [VLA 4-8 Implementation Frequently Asked Questions](#)
- **NEW!** [VALLSS: Grade 4-8 Assessment Calendar](#)

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: Grades 4-8 administration next year.
- Share frequently asked questions with grade 4-8 principals, teachers and reading specialists responsible for administering VALLSS and supporting students in literacy, and other educators who will be involved in VALLSS: Grades 4-8 administration next year.
- Make and share a plan with anyone who will be administering VALLSS to take the ~2.5-hour VALLSS: Grades 4-8 Certification Tutorial.

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 one-day in-person training for **newly hired** K-8 reading specialists for the 2025-2026 school year. Information and a registration link were sent from VDOE to Division Literacy Leaders on July 7, 2025. Please review the following eligibility guidelines:

- Only newly hired Reading Specialists should attend.
- Reading Specialists must have a primary role working directly with students to be eligible.
- If a Reading Specialist is transitioning between grade levels or divisions (e.g., from elementary to middle school) and has already completed a previous in-person training with VLP, they are not eligible to attend again.

School divisions are responsible for arranging travel, hotel accommodations, and covering any related expenses for their attendees. Please reach out to your division leadership for further information about registration.

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.

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

Divisions must make every effort to ensure teachers who were enrolled in the 2024-2025 school year complete their training by the training deadline of the start of the 2025-2026 academic school year. 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 next enrollment period for new hires for the 2025-2026 school year will be August 1-7th.

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. Please make every effort to ensure divisions are not resubmitting educators who have active accounts in our system.

[This spreadsheet](#) has been created for division leaders to identify the educators 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 SSWS 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 existing accounts, please do not submit their names for a new account. Please reach out to literacy@virginia.edu and have their existing accounts updated. Please provide the previous division email addresses and the current division email addresses for these teachers.
- If teachers have a name change, please do not submit them again, please reach out to literacy@virginia.edu for updating existing accounts. 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. 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 950 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:

- Collect information on eligible new hires for the Evidence-Based Literacy Instruction Canvas courses and submit through SSWS to Kimberly Bavis during a submission window.
- 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
 - Divisions should anticipate feedback about their Biennial Division Literacy Plan in August.
- 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 who are designated in the High-Risk Band on VALLSS. Divisions have flexibility in determining **when** (during a dedicated class period, extended time after school, etc.) an approved program is implemented, and **who** (classroom aide,

interventionist, computer-based program) will conduct the implementation of the **approved** program. When intervention is offered and who conducts the intervention 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](#).
- Grades 4-8 Student Reading Plans: Students who receive a Fail/Basic or Fail/Below Basic score on the Reading SOL will be required to have a Student Reading Plan that outlines their literacy goals and the intervention services they will receive. Each year, Reading SOL scores will determine if students receive a Student Reading Plan. Teachers and/or Reading Specialists will use SOL assessment reports, VALLSS reports, and other available data to create the Student Reading Plans.
 - **NEW!** [Grades 4-8 Student Reading Plan Template](#)
 - **NEW!** [Grades 4-8 Student Reading Plan Guidance](#)
 - **NEW!** [Grades 4-8 Guidance for Intervention and IEP/504 Plans](#)
 - **NEW!** [Guidance for Reading Intervention in Grades 4-8 and English Language Development \(ELD\) Services and Programs](#)
- 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.
 - Note the [budget language](#) which allows for flexibility in staffing through fiscal 2026. *h. Notwithstanding the provisions of subsection G of § 22.1-253.13:2 of the Code of Virginia, school boards may employ other staff such as reading coaches or other instructional staff who are working towards obtaining the training and licensure requirements necessary to fulfill the reading specialist staffing standards.*
 - 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.

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	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*	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	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	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	7	2-3 hours per module
6-8 Reading Specialists	Required to attend Reading Institutes (Fall 2024) and complete 6-8 Reading Specialists Canvas Course	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	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	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	6	2-3 hours per module
6-8 Content Area Teachers (Content Classroom, Special Educators)	Required to complete 6-8 Content Teachers Canvas Course	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	N/A	1-2 hours

