
English / Literacy Update

Charlottesville City Schools
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Literacy is a civil right that has the power to create equitable outcomes for every student. Our work is to **eliminate educational impediments** to reading achievement and foster a lifelong love of reading for **every student**.

1. Map a PK-12 **curriculum** progression of culturally-responsive practices and **high quality instructional resources** to build knowledge and literacy skills of every student.
2. Start strong with **foundational skills** based on the science of reading so that every student can strategically and efficiently read complex text.
3. Build **instructional capacity** of our teachers and leaders through sustained professional learning.
4. Strengthen **tiered system of supports** to intervene early and systematically for students who do not make expected progress with strong Tier 1.

Definition: Science of Reading

is... 

- **50+ years of conclusive research** from several disciplines (including linguistics, cognitive psychology, cognitive science, neuroscience)
- Includes all instructional practices deemed **effective through sound research studies.**

is not... 

- **A push for only code-based instruction** (Phonics, phonological awareness, orthographic mapping, etc) **without high quality language and meaning-based instruction at the same time.**
- **It is NOT a philosophy**
- **It is not a program**

The Simple View of Reading

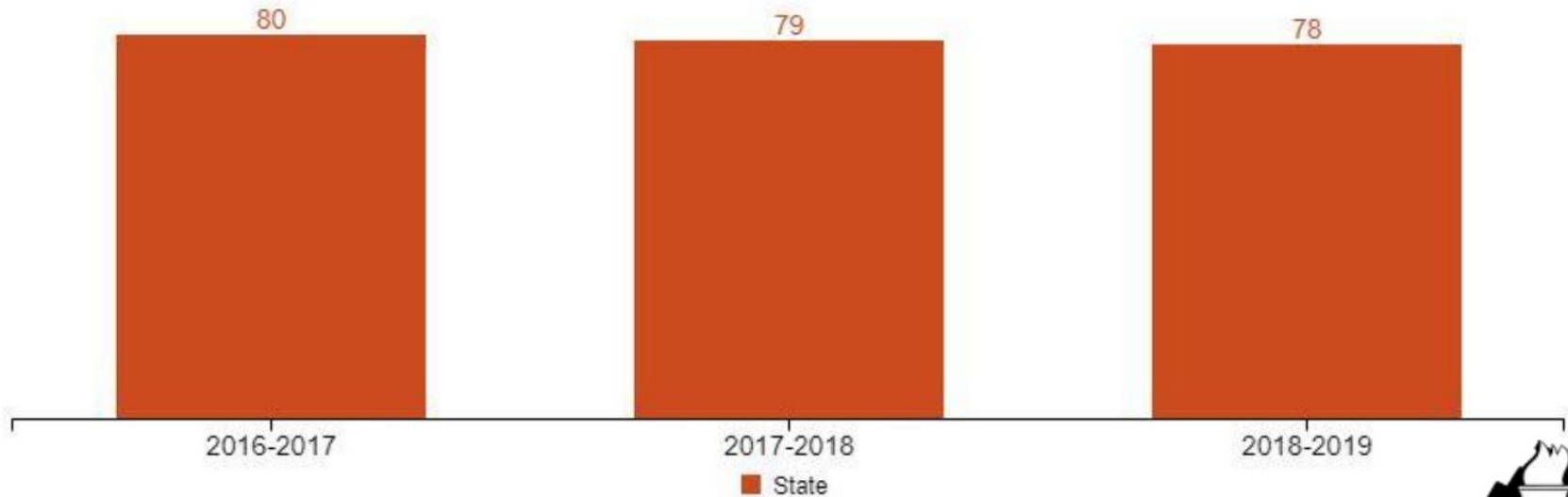


Reading comprehension is the product of word recognition and language comprehension.

Implications.....

- Strength on one side will never fully compensate for weakness in the other.
- Word recognition (decoding) and language comprehension are equally important.
- The science of reading tells us that word recognition must be taught through explicit, cumulative, and systematic instruction in the foundational skills.

Overall Reading Performance



#1 Enhance awareness of the science of reading for ALL learners



7 STRATEGIES TO IMPROVE LITERACY INSTRUCTION

  VIRGINIA IS FOR LEARNERS

1 **ENHANCE AWARENESS OF THE SCIENCE OF READING FOR ALL LEARNERS**

VDOE will ensure all teachers have an understanding of the science of reading and empirical research to better implement evidence-based instructional practices and support struggling readers, including those with a specific learning disability. High-quality reading instruction includes the five essential components of reading, which are phonics, phonemic awareness, fluency, vocabulary, and comprehension.

2 **IMPROVE TEACHER PREPARATION**

VDOE will collaborate with institutions of higher education to improve teacher preparation, preservice training, and teacher professional development. Activities will include reviewing and revising licensure requirements as needed, promoting the best available research, providing technical assistance across all subject areas, implementing best practices, and improving educator preparation program approval processes.

3 **EXPAND EARLY CHILDHOOD EDUCATION PROGRAMS**

VDOE will unify and strengthen Virginia's early childhood system by consolidating state governance to expand access to quality birth-to-five programs that promote language and literacy development while increasing developmentally-appropriate opportunities to build foundational skills (e.g., social-emotional skills) and enthusiasm for reading earlier in life.

4 **ENSURE EQUITABLE ACCESS TO RIGOROUS INSTRUCTION**

VDOE will ensure every student has access to a rigorous, culturally relevant, systemic approach to reading instruction that facilitates deeper learning and the development of future-ready skill sets as outlined in the Profile of a Virginia Graduate and the Virginia 5 C's. With the implementation of the new learning management system (VA LEAP), high-quality instructional materials will be shared for use throughout the Commonwealth.

5 **SUPPORT FOR STUDENTS BEYOND THE CLASSROOM**

VDOE will provide support for student and family engagement that contributes to a love of reading beyond school hours with an increased focus on enhancing student experiences outside of the school day, improving tailored remediation and support services that focus on the whole child, and eliminating the "summer slide."

6 **ALIGN POLICY WITH INSTRUCTIONAL PRACTICES**

VDOE will review laws and regulations in Virginia to ensure policies and mandates are aligned with best instructional practices while supporting the Board of Education in their review of the SOA, the SOQ, and licensure regulations to maximize reading instruction.

7 **ELIMINATE EDUCATOR SHORTAGE IN SCHOOLS**

VDOE's goal is to ensure every classroom has a knowledgeable, engaged, and supported teacher. Specific areas of focus will include advocating for salary enhancements, improving working conditions, increasing staff for reading instruction, and coaching administrators to better support teachers.

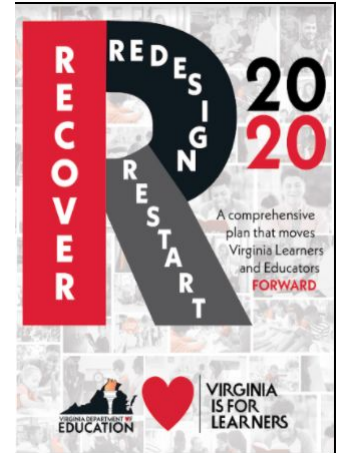


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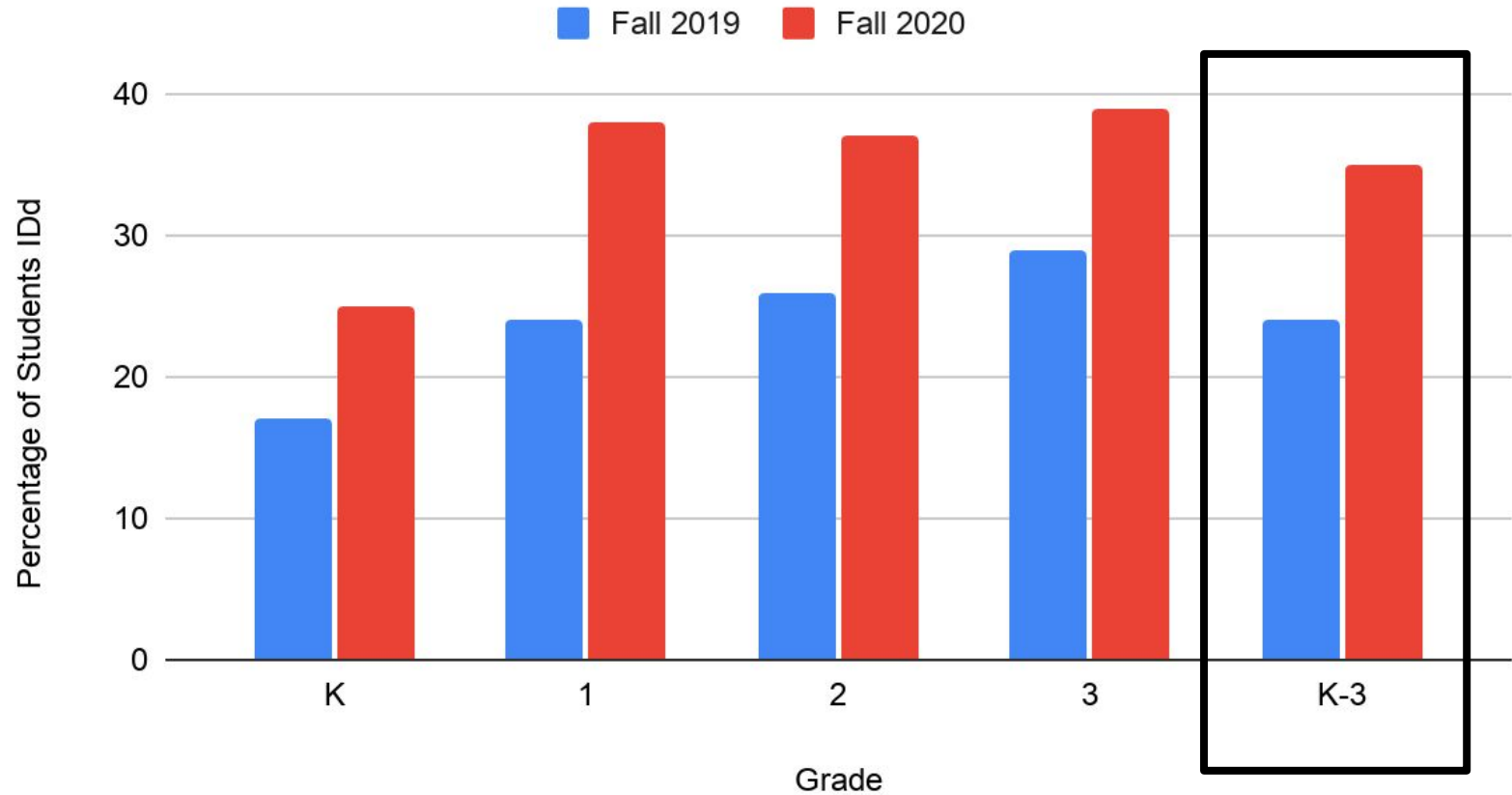
Where are we now?

COVID: Being Thoughtful about Data Sources: What is the impact on instruction and learning?
How valid is the data? What would we need to do to act on this data?

- Fall 2020 PALS Prek - 3rd grade
 - Required by VDOE
 - Administered remotely this fall
- January 2021: Midyear checkpoint for selected PALS tasks to gauge progress
- Standards Tracker Logs Grades K-12
 - Track standards taught
 - Lay groundwork for standards-based assessment
- School based attendance and engagement data



% of Students Who Did Not Meet PALS Fall Benchmark



Implications for PK-5

- **Continued Support Year 1 Implementation of our new curriculum framework**
 - Priority Focus: Foundational Skills, Reading Complex Text, more time for writing
 - K-4 ELA Content Squad prioritizes standards, instructional practices and pacing
- **K-5 ELA Frameworks Implementation Team**
 - Division-wide team to create strategic plan for implementation
 - Guide revisions of curriculum, instructional plans, and professional learning
- **Ongoing Sustained Professional Learning and Coaching**
 - Leverage Existing Processes and Human Capital: Teacher-driven PLCs, Instructional Coaches, Reading Specialists
 - **LETRS** Cohorts for next year and beyond to train all K-3
 - **PK-6 CCS Literacy Course** Enhance teachers' knowledge of literacy development and instruction. Created by Deborah Johnson, Lindsay Kamide, Alisha Demchak.

EBL COVID Revisions for 20-21 School Year

“EBL” - Extending the Bridges of Literacy

- **Directly Support Students**
 - 1:1 Virtual Literacy Tutoring and Academic Coaching (21 teachers serving 40 students)
 - Lexia Core 5: K-4 computer program for differentiated instruction and mastery practice in the foundational skills. Families have unlimited access through the summer.
- **Build Instructional Capacity of Teachers and Reduce Need for Intervention**
 - LETRS Training (Language Essentials for Teachers of Reading and Spelling) for K-1 teachers and specialists. (39 opted in)
 - *“LETRS gives teachers the skills they need to master how to teach the five essential components of literacy, plus writing, spelling, and oral language. Teachers also learn: How to implement instructional routines and activities. Approaches to differentiate instruction to meet the literacy needs of all students.”*

6-8 Update: Year 1 of New Curriculum

- **Year 1 Implementation of new curriculum “MyPerspectives”**
 - blends print and technology
 - Cross-curricular units, wide variety of texts with diverse representation and authorship
 - Rigorous and purposeful performance tasks that connect reading and writing
 - Encourages social collaboration, goal setting, choice, and reflection.
- **PLC-Embedded professional learning for 6th grade on scaffolding complex text, and standards based performance assessment.**
- **Workshops for Buford teachers with Dr. Sarah Lupo from JMU on scaffolding grade level text for every student**
 - This is an equity lever that supports unlevelling. Every student has access to grade level content
 - Teachers learn how to implement new curriculum with valid instructional strategies

9-12 Update: Writing and Eng/Hist Collaboration

- **Transition away from EOC Writing SOL typically given in 10th grade to the Local Performance Assessment to Verify Credits in Writing (“HS Writing Portfolio”)**
 - Why?
 - Authentic writing connected to English-World Geo curriculum
 - Emphasis on growth in writing
 - How? Starting with Class of 2024 (current 9th graders)
 - Fall and Midterm formative writing tasks
 - March: complete first writing task for portfolio. Next year in 10th grade write 2 more tasks. Panel will evaluate the entire portfolio to determine credit verification.
- **Cross-curricular standards-based collaboration between English and History in 9 and 10**
 - Common essential questions and understandings to promote deeper learning
 - Fiction and nonfiction text selections that build knowledge and connect to history and geography
 - Reading, writing and research standards support Inquiry Design Modules

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