

# Chesterbrook Parent Coffee

## October 25, 2022

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Literacy and Technology Updates and how parents  
can support instructional growth at home

# Meet the team!

Mrs. Kirkpatrick, Principal

Mrs. Thomas, Assistant Principal

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Mrs. Jennings, Reading Specialist

Ms. Bryant, ESOL Teacher

Mrs. Brown, School Based Technology Specialist



# Today's Outcomes:

- Understand what is meant by the “Science of Reading”
- Explore what it means for our school this year
- Learn how you can support reading growth at home
- Understand guiding principles for technology use
- Learn about parent & student technology resources
- Explore how you can help at home

# What is the “Science of Reading”?

## The Definition

The **science of reading** is a vast, interdisciplinary body of *scientifically-based*\* research about reading and issues related to reading and writing.

This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

## Language Comprehension

### Background Knowledge

facts, concepts, etc.

### Vocabulary

breadth, precision, links, etc.

### Language Structures

syntax, semantics, etc.

### Verbal Reasoning

inference, metaphor, etc.

### Literacy Knowledge

print concepts, genres, etc.

## Word Recognition

### Phonological Awareness

syllables, phonemes, etc.

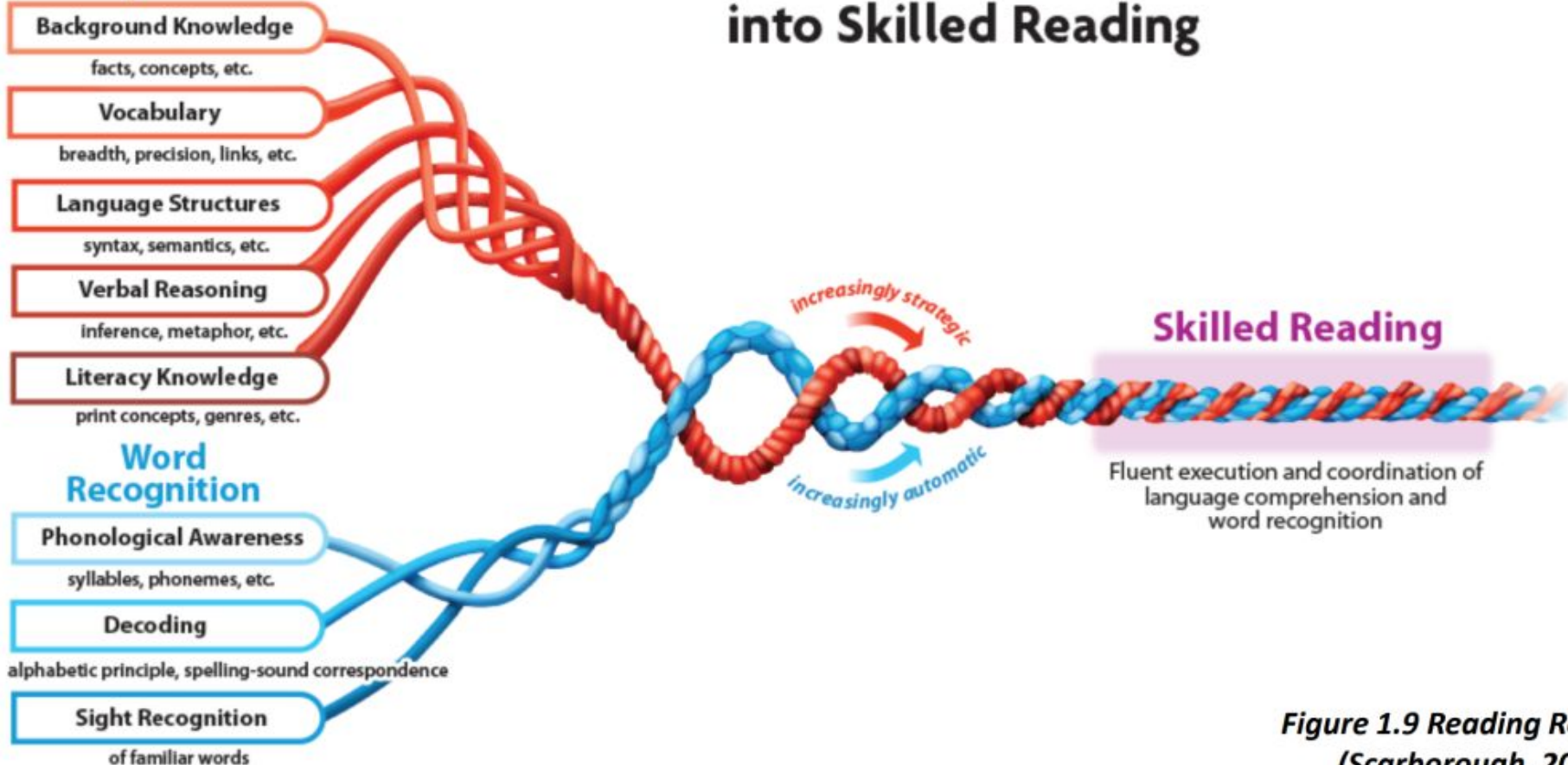
### Decoding

alphabetic principle, spelling-sound correspondence

### Sight Recognition

of familiar words

# Many Strands Are Woven into Skilled Reading



**Figure 1.9 Reading Rope**  
(Scarborough, 2001)

# Understanding Reading Ability

## DRA: (Developmental Reading Assessment)

- No longer used
- Focused on a particular level
- Gave a general area of need (Fluency/ Comprehension)

## New Assessments:

- Focus on skills
- Work together to provide a well rounded picture of student abilities
- Identify specific areas to focus on
- Allows flexibility in grouping to meet student needs

# How Do We Measure Literacy Performance?

## Universal Assessments:

- PALS (Phonological Awareness Literacy Screening) in K
- Developmental Spelling Assessment
- Virginia Growth Assessments & SOLs in Grades 3-6
- iReady online in Grades 1-6
- Passage Reading Fluency

## Follow-up Assessments:

- CORE Phonics Survey
- PASS (Phonological Awareness Skills Screener)

# How to Help at Home



## WORD READING

K-2: Read or recite nursery rhymes together in your home language and play sound games—take turns making words that rhyme or start with the same sound.

When your child brings home books from school, encourage them to sound out the words they can by looking at the letters and moving their finger across the word from left to right. Then ask them to check that what they've said makes sense.

3-6: Read poetry and notice the way authors use the sounds of words (such as assonance, alliteration or rhyme). Have fun with word play and puns, and notice together when words that share the same word parts (prefixes, suffixes and roots) are related in meaning.



# How to Help at Home



## LANGUAGE COMPREHENSION

Read rich, engaging literature that stretches them beyond what they can read themselves and nonfiction texts on a variety of interesting topics.

Take your child on everyday adventures and talk about a variety of topics. Talk to community members about what they do and how they do it.

Narrate your child's experiences in your home language with specific vocabulary that stretches beyond the words they already use in their own speech. (Wow! You constructed a Lego skyscraper! How can you stabilize it?)

Don't just watch TV, discuss and analyze the characters and stories you enjoy, and process new information you are learning together.

# FCPS Elementary Language Arts Program Instructional Practices



Intentionally  
Develop Oral  
Language

Explicit,  
Systematic Word  
Reading  
Instruction

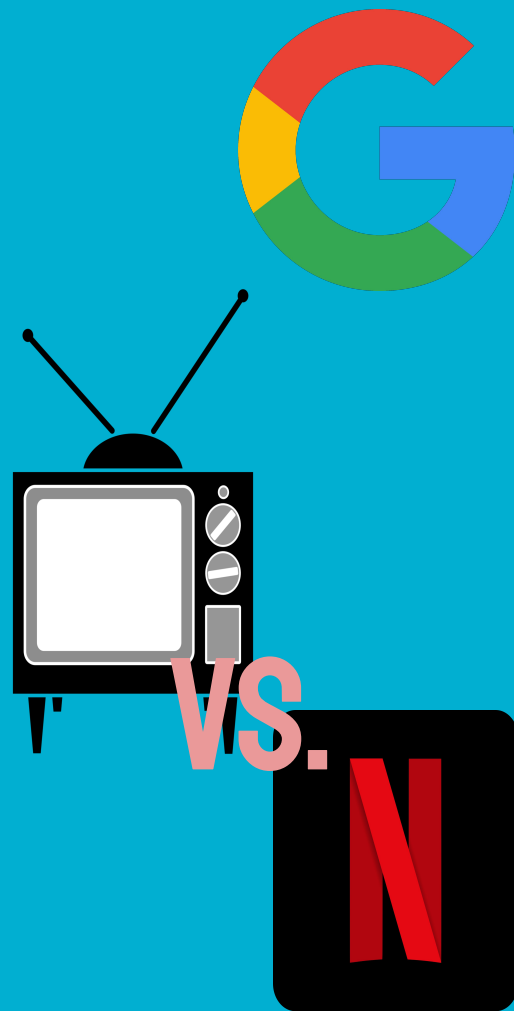
Explicit,  
Systematic  
Language  
Comprehension  
Instruction

Explicit,  
Systematic  
Writing  
Instruction

SoR-Aligned  
Evidence based  
Intervention  
Instruction &  
Resources

# Technology: Guiding Principles

- Tool that our students do not know a world without
  - Choice & Control
    - What, When, How, Pace
  - “Givers of information” to “Facilitators of processing”
- Balanced approach with a goal of enhancing and supporting instruction
  - What does this allow us to do that another medium may not?
  - Training & guidance in common programs to best serve instruction
- Creation versus Consumption
  - What Portrait of a Graduate skills does this help develop?



## COMMUNICATOR



Sharing thoughts, feelings, ideas and perspectives so others can understand us, and we can understand them.

## ETHICAL & GLOBAL CITIZEN

Recognizing similarities and differences among cultures, caring for our planet and acting responsibly.



## COLLABORATOR

Working respectfully with others by honoring different viewpoints, ideas and perspectives to achieve common goals.



## CREATIVE & CRITICAL THINKER

Creating unique solutions to challenges that arise, and making the world a better place by asking: "How can I make a difference?"

How can technology support this work? When you think of your day-to-day, chances are technology plays a role in how and when you use these skills!

## GOAL DIRECTED & RESILIENT INDIVIDUAL

Making healthy choices when choosing friends, managing time, setting goals to accomplish important tasks.



# Digital Citizenship

**Supporting students in developing positive Digital Citizenship skills is a shared responsibility.**



MEDIA BALANCE & WELL-BEING

*We find balance  
in our digital lives.*



DIGITAL FOOTPRINT & IDENTITY

*We define  
who we are.*



PRIVACY & SECURITY

*We care about  
everyone's privacy.*



RELATIONSHIPS & COMMUNICATION

*We know the power  
of words & actions.*



CYBERBULLYING, DIGITAL DRAMA  
& HATE SPEECH

*We are kind  
& courageous.*



NEWS & MEDIA LITERACY

*We are critical  
thinkers & creators.*

## Home Supports

**Many supports for families are available on the FCPS Digital Citizenship website:**

**[bit.ly/FCPSdigcitpublic](http://bit.ly/FCPSdigcitpublic)**

- Establishing Expectations at Home
- Choosing Digital Apps, Games and Services Wisely
- Media Balance and Well-being Toolkit
- Digital Citizenship for Families Online Interactive Course
- Tip Sheets and Videos
- Student Interactives

# Technology: Student Resources

- Schoology
  - Learning Management System
- Google Suite for Education
- Clever
  - Lexia
  - ST Math
- Typing Club\*
  - Vocabulary & Spelling
- Canva, Flip, Scratch/Code.org, Screencast-O-Matic, & more!
- School devices are assigned to each student and should **only** be used by that student for school related activities

# Technology: Parent Resources

- Schoology
  - Access child's classes
  - View assignments\*, dates, etc
- ParentVUE
  - Access child's information
  - View report cards, test scores
- Lightspeed Reports
  - View activity
  - “Pause” activity at home

# Parent Resources: SIS ParentVue

- If you need an account, you will need to get an activation code from Mr. Dave Troskey in the front office
- Once activated:
  - Calendar
  - Classes
  - Report Card
  - Student Information
  - Test History (standardized assessments, diagnostic reports)



# Parent Resources: Schoology

- Parents can login to Schoology using their SIS ParentVue Account
  - Go to [lms.fcps.edu](https://lms.fcps.edu)
  - Enter the same username and password used for SIS ParentVue account
  - Click Sign In
- Parents can toggle between parent view and student view
  - The green check mark indicates the current view
- \*Note: Parents can view courses and assignments; however, parents must be logged into their child's Google account in order to view things within Google



# Parent Resources: Lightspeed Reports

- New online service that is free for parents
- Receive a weekly report of the top sites your child visited that week
- Sign up for the Internet Use Parent Portal to receive more detailed information and “pause” access to internet during non-school hours on FCPS device

# Other Ways to Support at Home

- Establish routines & guidelines around technology use & purpose of use
- Discuss how you use technology in your day to day work
- Have conversations around media literacy - credible sources, analyzing & processing information
- Schedule a time for your child to “showcase” their online work to you
  - What programs, assignments, etc are they working on that they are proud of?

# Other Ways to Support at Home

- **Leverage technology as a tool for creation & critical thinking**
  - After viewing videos, movies, television shows:
    - Ask questions related to what happened, how characters interacted, & the overall message
  - After playing games:
    - Discuss how problems were solved. How did you get to next level? How did you work with others to accomplish the goal?
  - Have an upcoming event? A question come up in the car?  
Wondering how something works the way it does?
    - Ask your child to dig in, explore, create, etc!