Literacy Updates for Families
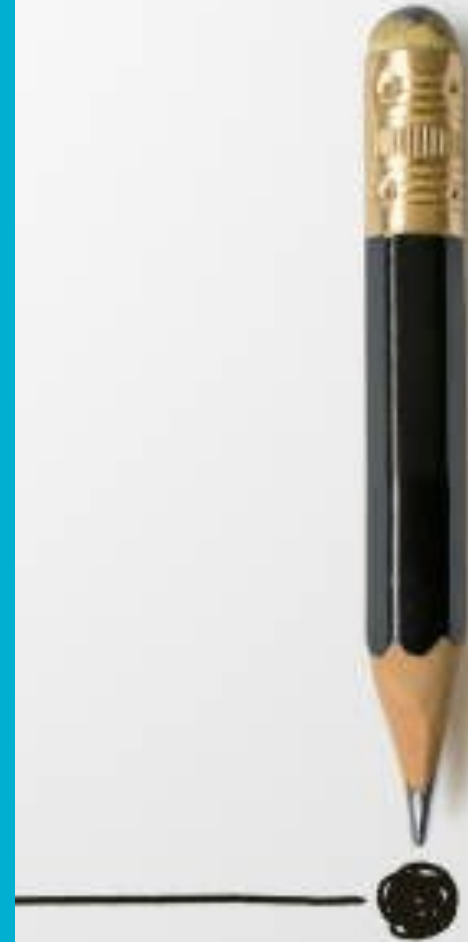
Fairfax County PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Understanding shifts in practices in FCPS and at Stenwood

September 2022

Outcomes

- Understand what is meant by the "Science of Reading"
- Learn about FCPS' Equitable Access to Literacy Plan
- Explore what it means for our school this year
- Learn 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.

The Simple View of Reading

- Gough & Tunmer (1986)

- Supported by the scientific evidence base

- Word Reading x Language Comp = Reading Comp

What Does it Look Like at School?

Evidence-based instruction is:
- *Universal direct and explicit, systematic and cumulative instruction in the component skills of both language comprehension and word recognition, and*
- *Data-based early intervention in these skills as needed.*

How Do We Measure Literacy Performance?

Universal Assessments:

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

Follow-up Assessments:

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

Note: We will no longer be using leveling systems like the DRA.

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

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

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?)

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.

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

Equitable Access to Literacy in Action

https://www.youtube.com/watch?v=XhCUVGw4oRY

Questions?

- We have been working with both of our students and using the DRA2 to determine if our students are on grade level and whether they are making progress? *iReady assessment is done 3 times a year and that gives us information on each domain. The Passage Reading Fluency Assessment will give a score of on, above, or below grade level reading.*

- Do these assessments give more information? *Yes, these assessments actually give teachers specific areas that students are struggling with. The DRA2 just gave us a general idea of if the student was on grade level. These help teachers plan for instruction by knowing specifically aspect a student is struggling with to be able to work on that skill.*

- These assessments that are given to our students, where is the scores and data accessible to us? *The scores are accessible in different ways depending on the assessment. iReady scores are available in ParentVue. Scores are not available until after the window closes. The Office of Assessment and Reporting responded that scores will be available by the end of the first quarter (end of October) for parents to be able to view. Other scores will be shared during conferences, however if you have concerns, you can reach out to your child's teacher or Beth Workman (bsworkman@fcps.edu) to ask for results.*

Questions?

- iReady results are often provided to parents much later than the assessments are taken, can we get the results in a more timely manner? *We still need to wait for the window to close each time. The Office of Assessment and Reporting indicated that once a window closes it typically takes several weeks after a window closes so that scores can be verified and formatted.*

- If our child is in intervention, when would that start? How would we know? *Yes, you will know your child is in an intervention, we typically send out an email communicating that information. Because our testing windows are earlier this year, we do hope to have the information needed to determine intervention groups earlier. We hope to have them started by the end of the month in most grades. Some intervention happens naturally in the classroom with the homeroom teacher, these would not necessarily be shared as they are part of our instructional cycle. Intervention groups with a intervention teacher, reading specialist, or other Stenwood staff member are based on needs across the school and communicated to parents.*

Questions?

- In the older grades, we see less DRA2 than when we were in primary grades, is there a less of focus? *We are looking at a bigger range of assessments to determine if they are meeting grade level benchmarks to include passing the SOL, progress on the Virginia Growth Assessment (VGA), the Developmental Spelling Assessment (DSA), and the iReady. Historically, FCPS has only required DRA2 assessments for K-2 students, in recent years, we have elected to continue to assess students as a data point a couple times of year in the upper grades. We no longer have that as a choice of assessment tools.*

- We would use DRA2 levels and books sent home to find and provide just right books for my child, what should we be using as parents be using to determine an appropriate book? Is there an iReady metric we could use? *Yes, the iReady does give us lexile levels. Also in talking to your child's teacher, they can share if they are reading on grade level to determine what books are appropriate for that grade level. Lexile is often included on a similar chart to DRA2 levels. [Here](#) is the Parent Guide from the iReady website.*