

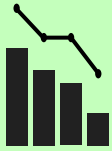
# **CES Parent Coffee**

## **Changes in Literacy Instruction and How to Support Your Child**

**December 2024**

# The “Why” Behind the Changes

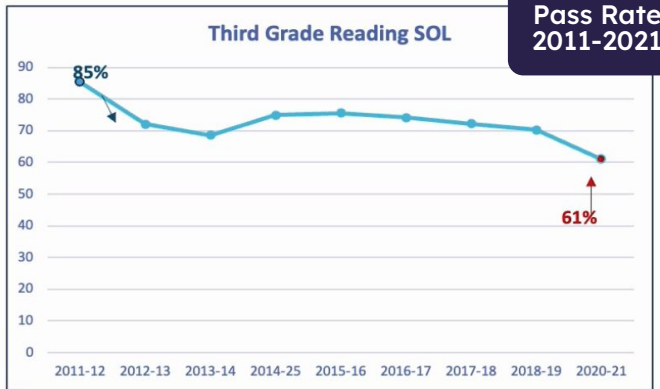
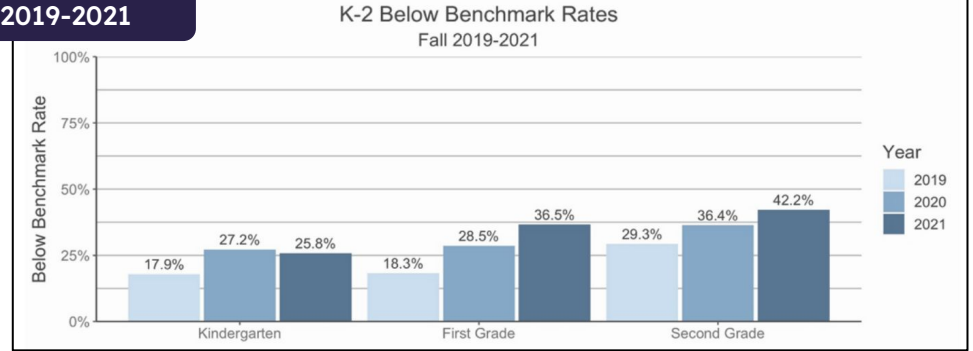
## Concerning Trends



Students have not been meeting literacy benchmarks

Student and Teacher access to **High-Quality Instructional Materials** was inconsistent

## VA PALS Scores 2019-2021

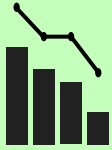


“A student’s opportunity for this type of learning should not depend on the luck of the draw, on which teacher the student gets, or their particular school.”

“To this point, educators in VA have been accustomed to utilizing a blend of adopted school materials, their own homemade instructional resources, and lesson content from online sources like Pinterest or Teachers Pay Teachers.”

# The “Why” Behind the Changes

## Concerning Trends



Students have not  
been meeting  
literacy benchmarks

Student and  
Teacher access to  
**High-Quality  
Instructional  
Materials**  
was inconsistent



# The Virginia Literacy Act (2022)

## Align Curricula to Create Consistency

- ✓ Provide all students and teachers with HQIM

## Support and Develop Teachers

- ✓ Train teachers on the Science of Reading and Evidence-Based Literacy Instruction
- ✓ Train teachers on the newly adopted curriculum

## Early Identification & Intervention

- ✓ New Screening Assessment (VALLSS)
- ✓ New Intervention Protocol (Reading Plans)

## Keep Families Informed & Involved

- ✓ Share Reading Screener Results
- ✓ Include Parents in Reading Plan development
- ✓ Provide access to EBIM Materials to use at home

# Align Curricula to Create Consistency

# High-Quality Instructional Materials

## Curriculum Must-Haves

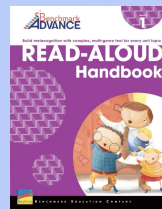
- ✓ Includes core, supplemental, and intervention materials
- ✓ Aligned with the Science of Reading and Evidence-Based Literacy Instruction
  - ☆ Daily instruction and practice in the 5 key areas of Reading
- ✓ Content builds upon earlier foundations both within and across grades

Core

### TRS



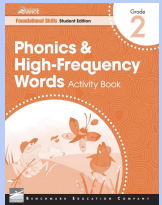
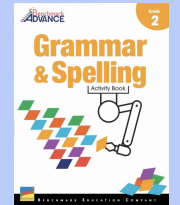
### Read-Aloud Texts & Handbook



### Workbooks

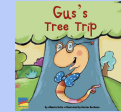
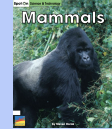


### Practice Activities



Supplemental

### Knowledge-Building Libraries



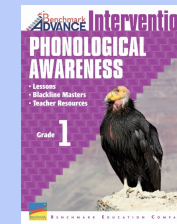
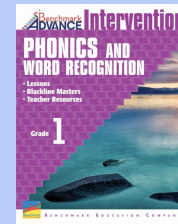
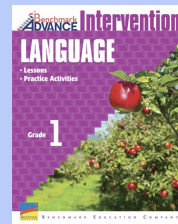
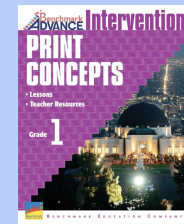
### Decodables (K-2)



### Reader's Theater



Intervention



## Align Curricula to Create Consistency

### Curriculum Must-Haves

- ✓ Includes core, supplemental, and intervention materials
- ✓ Aligned with the Science of Reading and Evidence-Based Literacy Instruction
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# 5 Key Areas of Reading

Phon. Awareness

Phonics

Fluency

Vocabulary

Comprehension

## 1st Grade: Unit 1 Skills and Strategies

	Week 1	Week 2	Week 3
CAP: Match Spoken Word to Written Word	●		
CAP: Directionality: Return Sweep	●		●
CAP: Punctuation: Periods, Exclamation Marks, Question Marks		●	
CAP: Text Features: Italics		●	
PA: Recognize and Produce Rhyme	●	●	●
PA: Phoneme Categorization		●	
PA: Phoneme Blending	●	●	●
PA: Phoneme Segmentation	●	●	●
PA: Phonemic Manipulation		●	●
PSA: Short a; /z/ Digraph; ck /k/	●	●	●
PSA: Short i; Plural Nouns (-s)		●	●
PSA: Short o; Double Final Consonants			●
Fluency: Phrasing	●		
Fluency: Intonation		●	
Fluency: Expression			●
Metacognitive & Fix-Up			
Ask Questions	●	●	●
Create Mental Images	●	●	●
Fix-Up: Reread to Clarify or Confirm Understanding	●	●	●
Identify the Main Topic and Retell Key Details	●	●	
Describe the Connection Between Two Individuals, Events, Ideas, or Pieces of Information	●	●	
Retell Key Story Details	●		
Describe Major Story Events Using Key Details			●
Identify Similarities in and Differences Between Two Texts on the Same Topic		●	
Compare and Contrast the Adventures and Experiences of Characters			●
Vocabulary			
Identify Real-Life Connections Between Words and Their Use	●	●	●
Sort Words into Categories to Demonstrate Understanding	●	●	●
Writing			
Write Personal Responses	●	●	●
Common and Proper Nouns	●	●	●
Grammar			
Verbs to Convey a Sense of Past, Present, and Future		●	●
Speaking and Listening to Demonstrate Knowledge			
Engage Effectively in Whole-Class and Peer Discussions	●	●	●
State, Clarify, and Support Ideas in a Constructive Conversation	●		●



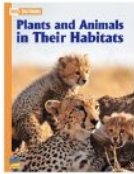
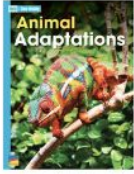
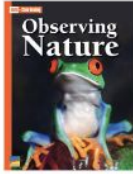
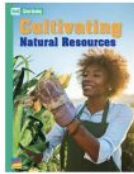
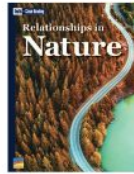


























● = Strategy or skill introduced for the first time.  
 ● = Previously taught strategy or skill.

## Align Curricula to Create Consistency

# High-Quality Instructional Materials

## Curriculum Must-Haves

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- ✓ Content builds upon earlier foundations both within and across grades

		GRADES							
		K	1	2	3	4	5	6	
									
		Plants and Animals Have Needs	Plants and Animals Grow and Change	Plants and Animals and their Habitats	Animal Adaptations	Observing Nature	Cultivating Natural Resources	Relationships in Nature	
		Why do living things have different needs?	Why do living things change?	How do living things get what they need to survive?	How do living things survive in their environment?	How do we respond to nature?	How do we decide which resources we should develop?	What roles can we play in the balance of nature?	
	<b>6</b>	<b>Themes Across Cultures</b>							
	<b>7</b>	<b>History, Culture, and Geography</b>							
	<b>8</b>	<b>Earth Science</b>							
	<b>9</b>	<b>Economics</b>							

# Early Identification & Intervention

## K-2: VALLSS



### Student Summary Fall 2024



Student: Student 2  
Teacher:  
Grade: 2  
School:  
Division:

		Fall	
		Score	Max Score
Subtest		High Risk	720
		636	
CODE-BASED	Alphabet Knowledge	Letter Names	52
		Letter Sounds	28
	Phonological Awareness	Phoneme Blending	10
		Phoneme Segmenting	0*
	Decoding/Encoding	Encoding	64
		Real Word Decoding	3*
		Pseudoword Decoding	5*
		Oral Reading Fluency: Passage 1	24*
	Oral Reading Fluency	Oral Reading Fluency: Passage 2	16*
		Passage Retell	1.5*
LANGUAGE	Passage Comprehension	Expressive Comprehension Questions	4
		Nonsense Sentences	10
	Syntax		
	Vocabulary	Vocabulary Fluency	11
OTHER	Processing	Rapid Automatized Naming (RAN): Letters	86

- High Risk** Student is in the High-Risk Band for developing reading difficulties and qualifies for EIRL.
- Moderate Risk** Student is in the Moderate-Risk Band for developing reading difficulties and requires additional explicit instruction; supplemental instruction is highly recommended based on student need.
- Low Risk** Student is in the Low-Risk Band for developing reading difficulties.

Fall Scaled Scores for Bands of Risk 593-646 647-664 665-720

\* Student requires additional explicit instruction in this skill.  
 \*\* Student was identified by PALS as of Spring 2023.  
 \*\*\* Number of times a student was below benchmark/number of times screened with PALS in Fall and/or Spring.  
 ^ Student flagged as at risk for Rapid Automatized Naming.  
 Note: Students with Non-Standard (NS) or Exempt Administration (E) are not assigned \*, ^, or Band of Risk.

# Universal Screening Assessments

## 3-6: iReady + Additional Diagnostics



Fairfax County Public Schools  
8115 Gatehouse Road  
Falls Church, VA 22042

### iREADY PERFORMANCE SCORE REPORT

Created at \_\_\_\_\_

To the Parents/Guardians of: \_\_\_\_\_ SID: \_\_\_\_\_ GRD: \_\_\_\_\_

Your student recently took an iReady test for mathematics and/or reading. Fairfax County Public Schools (FCPS) uses iReady as a screening and growth assessment for mathematics and/or reading in grades 1-8 (<https://www.fcps.edu/academic-screening-growth-and-diagnostics-10888>). If your student's grade level uses more than one screening and growth assessment, you will also receive a report for their other test. These other tests apply to students in grades 1-2, some students in grade 3, and middle school students in grades 6-8.

The iReady 40th percentile national norm for each testing window is the performance benchmark in FCPS. School staff review data for students who score below benchmark or perform below expectation in tested skills. Staff will administer diagnostic assessments and/or provide interventions as necessary. The school will share any diagnostic scores and intervention plans with identified goals for your student.

In the table(s) below, you will find general test information in the left-hand column. You will see your student's national percentile score and benchmark status for the current window. You will also see their current scaled score and overall performance rating. Overall performance tells how your student's scaled score compares to end-of-year expectations. More information on grade level expectations is available on the iReady Test Information webpage (<https://www.fcps.edu/us>). The right-hand column of the table(s) provides domain performance. Domain performance tells how your student's skills on this test compare to end-of-year expectations. Your student may not test for some domains, depending on grade level and past performance. A description of test domains is available on the iReady Test Information webpage (<https://www.fcps.edu/us>).

If you have questions about strengths and needs in reading or mathematics, please contact your student's teacher. If your student receives English for language development (ELD) services, keep in mind that iReady tests are in English. Contact your student's ESOL teacher for information about their English language development.

For a translation of this document, please visit the webpage at <https://www.fcps.edu/node/35382> or contact your student's school.

Testing Window:	Administered By:	
	Test Information	Domain Performance
Subject: <b>Mathematics</b>	Number and Operations	
Test Date:	Algebra and Algebraic Thinking	
National Percentile:	Measurement and Data	
Benchmark Status:	Geometry	
Scaled Score:		
Overall Performance:		

Testing Window:	Test Information	Domain Performance
Subject: <b>Reading</b>		Phonological Awareness
Test Date:		Phonics
National Percentile:		High Frequency Words
Benchmark Status:		Vocabulary
Scaled Score:		Comprehension Literature
Overall Performance:		Comprehension Informational Text

- ✓ Share score reports after testing is complete
- ✓ Invite parents to participate in the creation of Reading Plans
- ✓ Share progress monitoring data

## Keep Families Informed & Involved

Student consumables go home at the end of each unit so families can explore and discuss what students have learned.

These include Activity Calendars to extend student learning with ideas for independent and family activities.

## Send Home Student Consumables

Leslie 4801-7301

### Take-Home Activity Calendar

Keep building your knowledge of plants and animals in their habitats. Try to do at least one activity from this calendar each week.


**Activity Connections**

- art
- science
- social studies
- literature

Week	Activity
Week 1	<b>Antarctica, My Home</b> Look up other animals besides the emperor penguin that call the continent Antarctica home. Cut out pictures of at least three animals, and make a poster.
	<b>Dear Alex</b> Write a postcard to the world-traveling armadillo about where you live. In case he wants to visit, make sure to tell him what to expect from the habitat where you live.
	<b>More About Armadillos</b> Alex says he misses his home. What is it like? Research on places to visit, pick one, and then write a story about an armadillo's life. Draw a picture of the place.
Week 2	<b>Grasslands of North America</b> Look at the map on page 14 that shows savannas in Africa. Research grassland areas in North America, and draw or print out a map.
	<b>Save the Coral Reefs</b> Draw a picture of a coral reef. Then make an advertisement telling why it is so important to protect them.
	<b>Once Upon a Day</b> Reread page 15. Write a story about a day in the life of a macaw.
Week 3	<b>Butterfly Sky</b> Reread page 22. Draw a picture of what Filiberto saw when thousands of multicolored butterflies filled the sky with color.
	<b>Welcome to the Central Valley</b> "Filiberto in the Valley" takes place in the Central Valley of Costa Rica, a country in Central America. Find out what that valley is like and why Filiberto likes living there.
	<b>No Green</b> Filiberto's favorite to grow. Look up a vegetable and draw your own.

**Texts for Close Reading**

## Plants and Animals in Their Habitats



Benchmark Education

Explore <https://www.benchmarkeducation.com/families> for more resources.



- New Language Arts curriculum ([Benchmark Advance](#))
  - Before: the FCPS Planning and Pacing Guide covered different standards each quarter.
  - Starting school year 2024-25: Benchmark Advance covers all standards each quarter, building towards mastery. Fewer standards will be marked Not Taught (NT) or Not Assessed (NA)
- New K-3 Literacy Screener ([VALLSS](#))
  - Before: PALS for K; iReady for Grades 1-6.
  - Starting school year 2024-25: VALLSS in K-3; iReady in Grades 3-6. Assessments may show more specific areas in which your child needs support.
- New Virginia Standards of Learning ([see VDOE site](#))
  - Before: Measured overlapping skills on any text. Sometimes standards were assessed with below-grade level text.
  - Starting school year 2024-25: Measures separate skills using on-grade level text. Grades reflect how well students meet grade-level expectations.

*Students are not expected to master grade-level standards until later in the year.*

# SCARBOROUGH'S READING ROPE (2001)

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(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 correspondences)

**SIGHT RECOGNITION**  
(of familiar words)

THE MANY  
STRANDS  
WOVEN INTO  
SKILLED  
READING

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

**SKILLED  
READING**

Fluent execution  
and coordination of  
word recognition and  
text comprehension.

**RC**

**LC**

**WR**



### **PHONOLOGICAL AWARENESS & PHONICS**

Share nursery rhymes

Play I Spy with initial sounds or rhymes

Play Sound Swap

Play spelling/word games: Bananagrams, Crosswords, Jumble, Scrabble, Wordle, Connections, Upwords, Balderdash.

Read poetry and notice the sounds of words

Have fun with wordplay and puns

Notice when words share the same word parts

### **WORD READING**

Support foundational skills

Practice skills from reading plan

Encourage daily reading and writing

### **LANGUAGE COMPREHENSION**

Talk, listen, inquire

Sustain interest in topics from school

Ask your children questions about school, about friends, about anything

Get beyond “yes/no” questions. The more opportunities they have to think and express themselves, the better.



## Try the PEER strategy:

- Prompts the child to say something,
- Evaluates the child's response,
- Expands the child's response by rephrasing and adding information to it, and
- Repeats the prompt to make sure the child has learned from the expansion.

# PEER Examples



## Young Children

A book about trucks has a page with a dump truck on it.

Parent (Prompts): *What is this?*

Child: Truck.

Parent (Evaluates and Expands): *That's right, it's a yellow dump truck. It is picking up dirt and dumping it here.*

Parent: (Repeats) *So, what kind of truck?*

Child: *Dump truck!*

## Older Children

On a TV show Justine was just teased by a classmate, Amy.

Parent (Prompts): *How is Justine feeling, do you think?*

Child: *Sad.*

Parent (Evaluates and Expands): *Yes, getting teased can make you sad. I wonder if she is also furious at Amy, or embarrassed because it was in front of the class.*

Parent: (Repeats) *What do you think?*

Child: *I think she's embarrassed. Her face is red and she's hiding in her seat.*

## READ & WRITE

- Read with your children
- Go to the library
- Prompt your children to sound out words they read or write
- Encourage your children to write for many purposes (letters, lists, journals)
- Get “caught” reading and writing! Modeling is important!



# How To Help At Home (in Any Language)

## TALK & LISTEN

- Tell stories; sing songs or rhymes
- Ask your children questions about school, about friends, about anything
- Get beyond “yes/no” questions. The more opportunities they have to think and express themselves, the better.
- Explore new topics together—read, watch shows or go places and talk about them!

## READ & WRITE

- Read with your children
- Go to the library
- Prompt your children to sound out words they read or write
- Encourage your children to write for many purposes (letters, lists, journals)
- Get “caught” reading and writing! Modeling is important!

## Keep Families Informed & Involved



### Resources for Families

Welcome families! Whether you want to learn about a certain topic or find activities to do at home with your child, we hope you can find what you need here!

HOW CAN MY CHILD LISTEN TO BOOKS AT HOME?

HOW CAN MY CHILD PLAY COMPUTER GAMES TO HELP IMPROVE LITERACY SKILLS?

HOW CAN I HELP MY CHILD PLAY WITH SOUNDS?

HOW CAN I HELP MY CHILD LEARN THEIR LETTER NAMES AND SOUNDS?

HOW CAN I HELP MY CHILD READ AND SPELL WORDS?

HOW CAN I HELP MY CHILD LEARN NEW VOCABULARY?

HOW CAN I HELP MY CHILD WITH READING COMPREHENSION?

HOW CAN I SUPPORT MY CHILD'S LANGUAGE DEVELOPMENT?

HOW CAN I SUPPORT MY CHILD'S WRITING?

HOW CAN MY CHILD READ ONLINE BOOKS AT HOME?

HOW CAN I HELP MY CHILD READ WITH AN APPROPRIATE PACE AND EXPRESSION?

GENERAL INFORMATION

## EBLI Materials to use at home

1. [Storyline Online](#) streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations.
2. [Romper](#) streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations.
3. [Kid Zone! Listen](#) has a collection of narrated and video books that are organized by grade level and genre.

[Click here to access Resources for Families](#)





**Keep Families Informed & Involved**

**EBLI Materials to use at home**



## Unlock Your Child's Reading Potential: FCPS Resources

Your Guide to Supporting Reading Success at Home

**FCPS Literacy Resources Online**

# Questions

