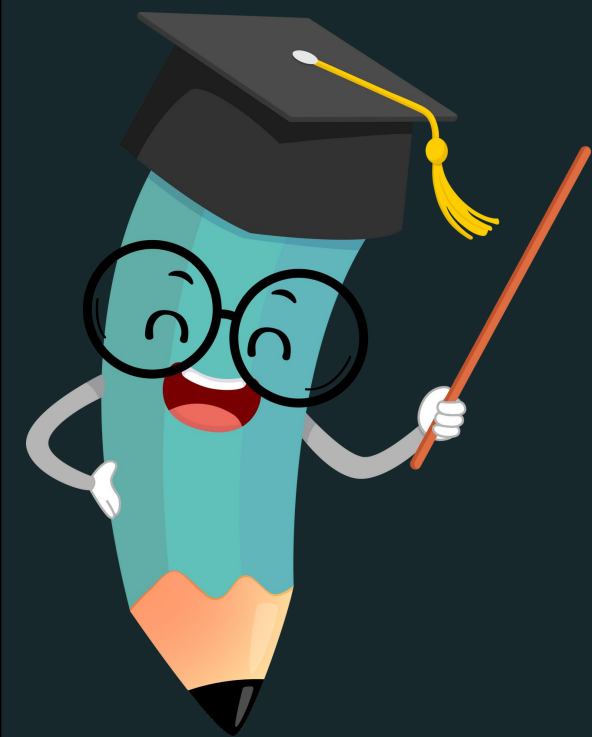


Title 1 Parent Advisory Committee (TPAC)
General Session Meeting
December 2, 2025

Ensuring Equitable Access to
Literacy:
Building Strong Readers and
Writers Across FCPS



Agenda

- Welcome & Objectives
- Centering Activity
- Principal Share: ECRI for Strong Literacy Outcomes
- Student Share: Personal Literacy Experiences
- Diane Leipzig:
 - Science of Reading
 - Aligned Curriculum
 - Reading Plans
- One Action, One Commitment
- Pause and Reflect: Survey



Shared Literacy Reflection:

Think of one book, story, or literacy experience that shaped your love of reading or writing. What made it meaningful?

Think and write:

Our Shared Literacy Learning Agenda

Sticky #1

What questions do you have about reading instruction **in FCPS?**

Sticky #2

What questions do you have about reading instruction **at your child's school?**

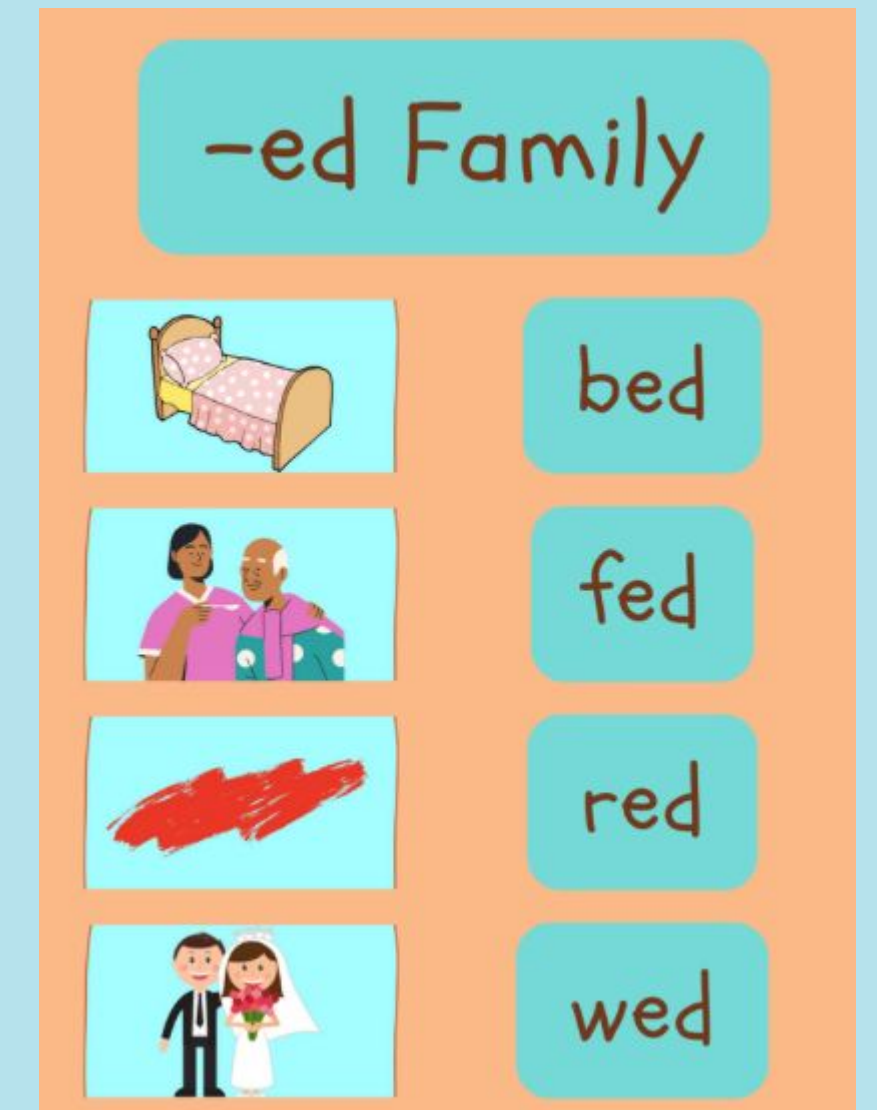


Sherry
Shin
Principal

ECRI

ENHANCED CORE READING INSTRUCTION

Enhanced Core Reading Instruction™ (ECRI) is an ESSA-supported, multi-tiered (Tier 1 & 2) program of teaching routines for kindergarten through second grade, designed to increase reading instruction efficiency and effectiveness, with strong evidence of improving student reading outcomes.



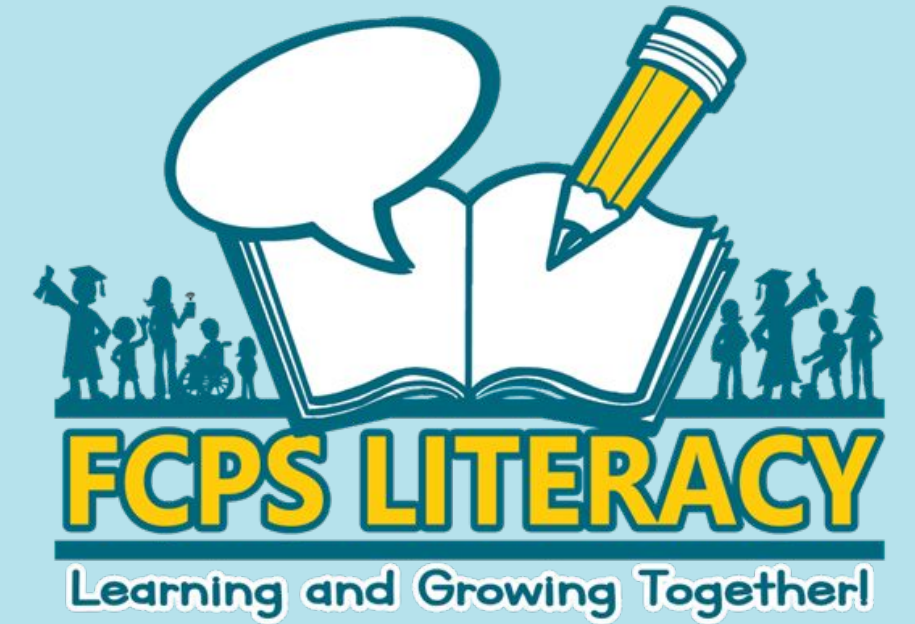
**PILOT
SPOTLIGHT**

ASK

about

E C R I

From Awareness to Acceleration!



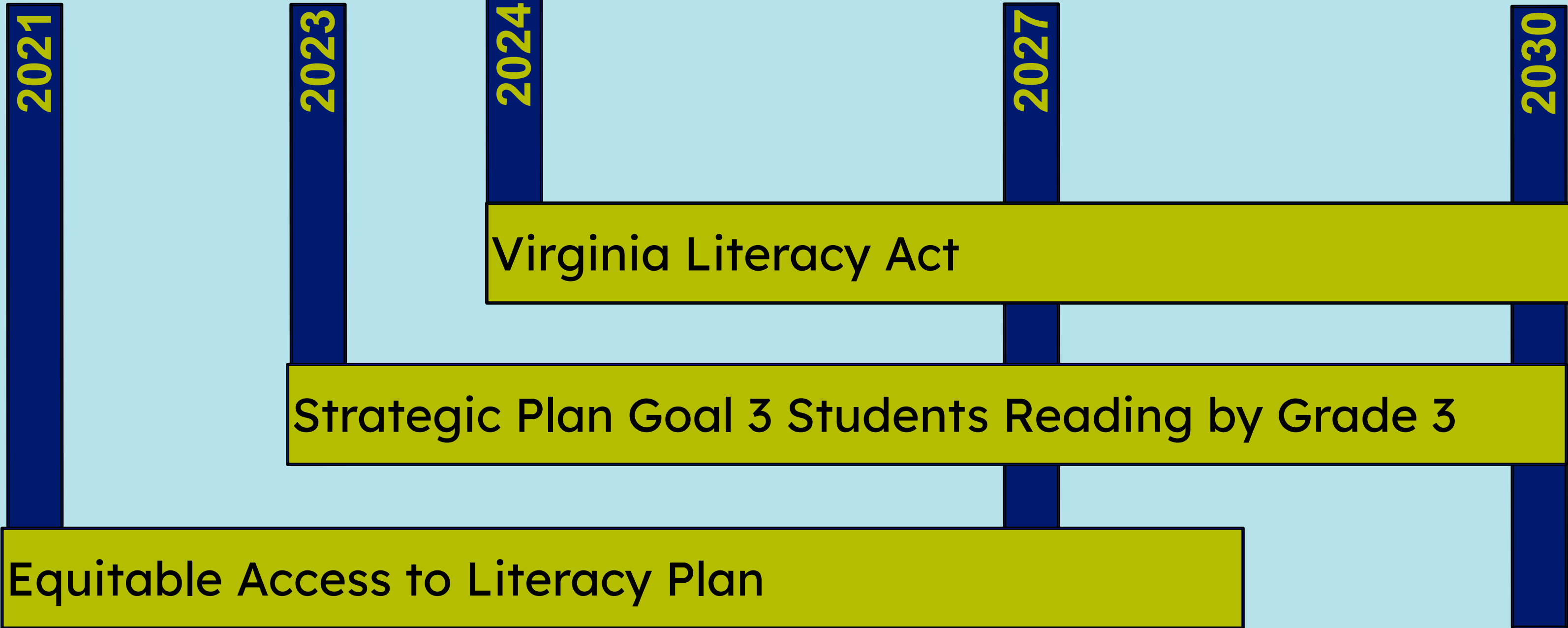
Dr. Diane Leipzig, Equitable Access to Literacy

Principal in Residence

Science of Reading • Aligned Curriculum •

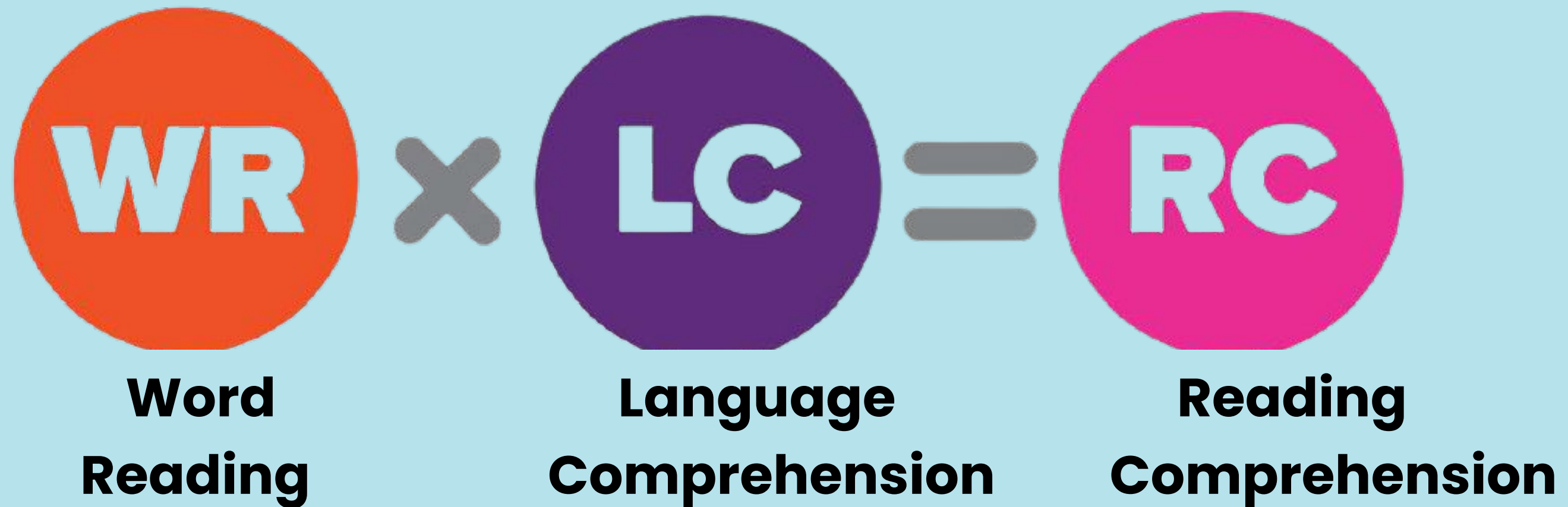
Reading Plans

Literacy in FCPS and Virginia



Evidence-Based Literacy Instruction

The Simple View of Reading



The Simple View of Writing

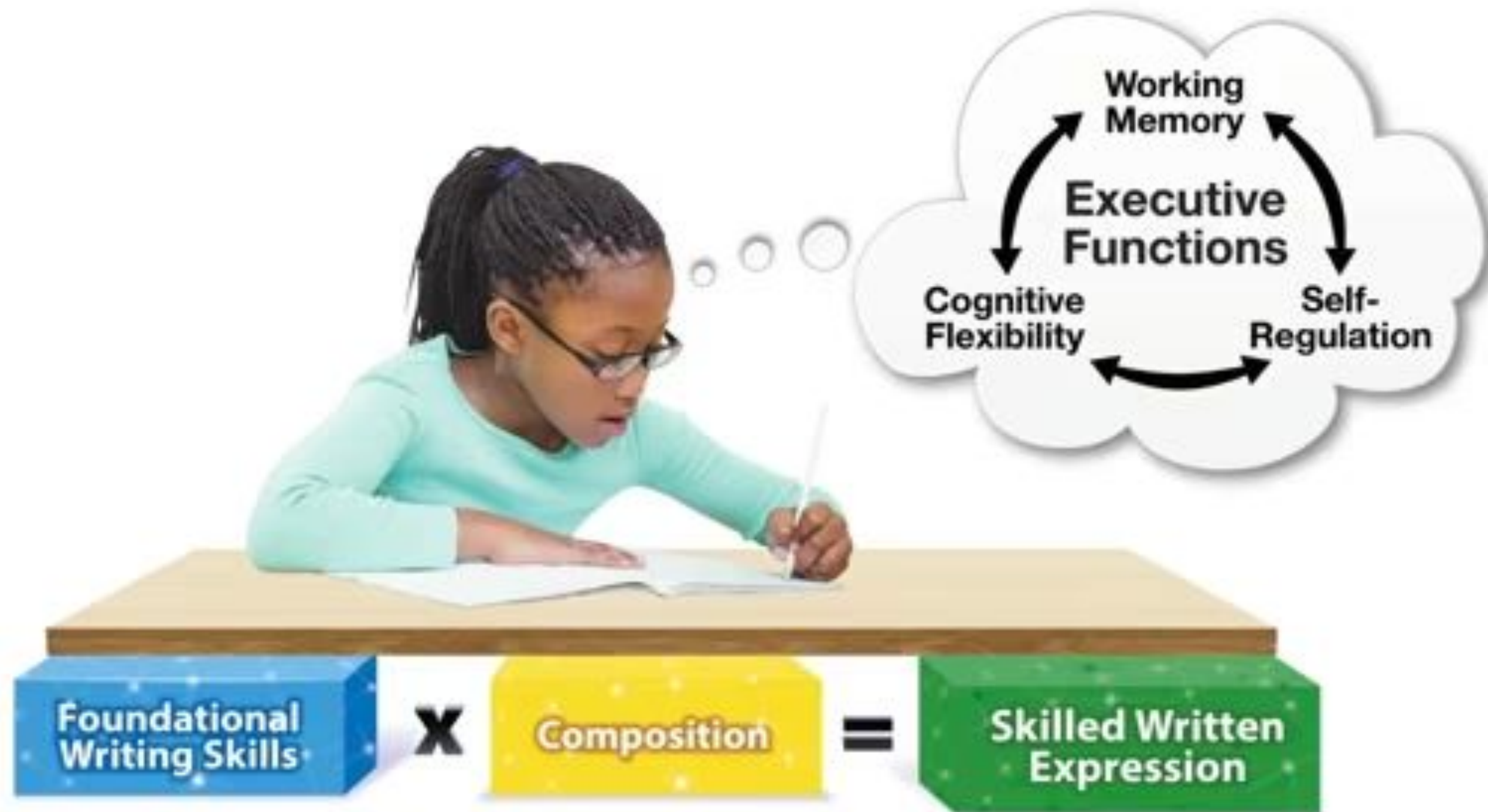


Figure 8.2 Writing as the Mental Juggling Act
Figure also on page 234 of the LETRS manual.

The Simple View, Explained

If your child can use ORAL language,



THINK:

- vocabulary
- knowledge
- communicating ideas

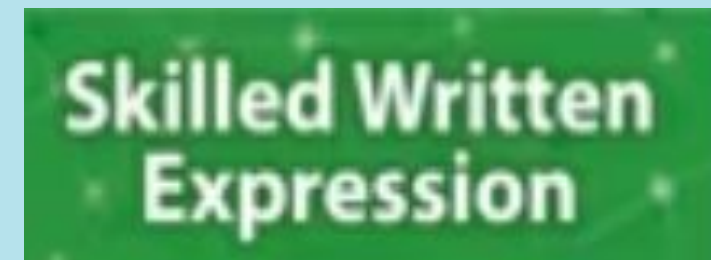
And your child learns the code for WRITTEN language,



THINK:

- sounding out words
- spelling words
- knowing sight words

They will be able to apply their ORAL language skills to the acts of READING AND WRITING.



Progress Report Standards

Relate to grade level standards (or aligned extended standards)

PROGRESS REPORT STANDARDS

REVISED JUNE 2023

Interact

Interacts with peers and adults by listening and responding in academic and nonacademic settings.



Communicate

Use background knowledge and vocabulary to communicate ideas when listening to or reading texts.

Read

Use phonemic awareness and phonics to read fluently and accurately.



Understand

Understands texts read aloud and texts read independently.

Write

Writes with clarity and expression to convey a purpose.



Revise

Uses writing conventions in handwritten or digital work.

Language Arts

LC

Listens and speaks for specific purposes

LC

Uses background knowledge and vocabulary to communicate ideas when listening to or reading texts

WR

Uses phonemic awareness and phonics to read fluently and accurately

RC

Understands texts read aloud and texts read independently

Composition

Writes with clarity and expression to convey a purpose

Foundational Writing Skills

Uses writing conventions in handwritten or digital work

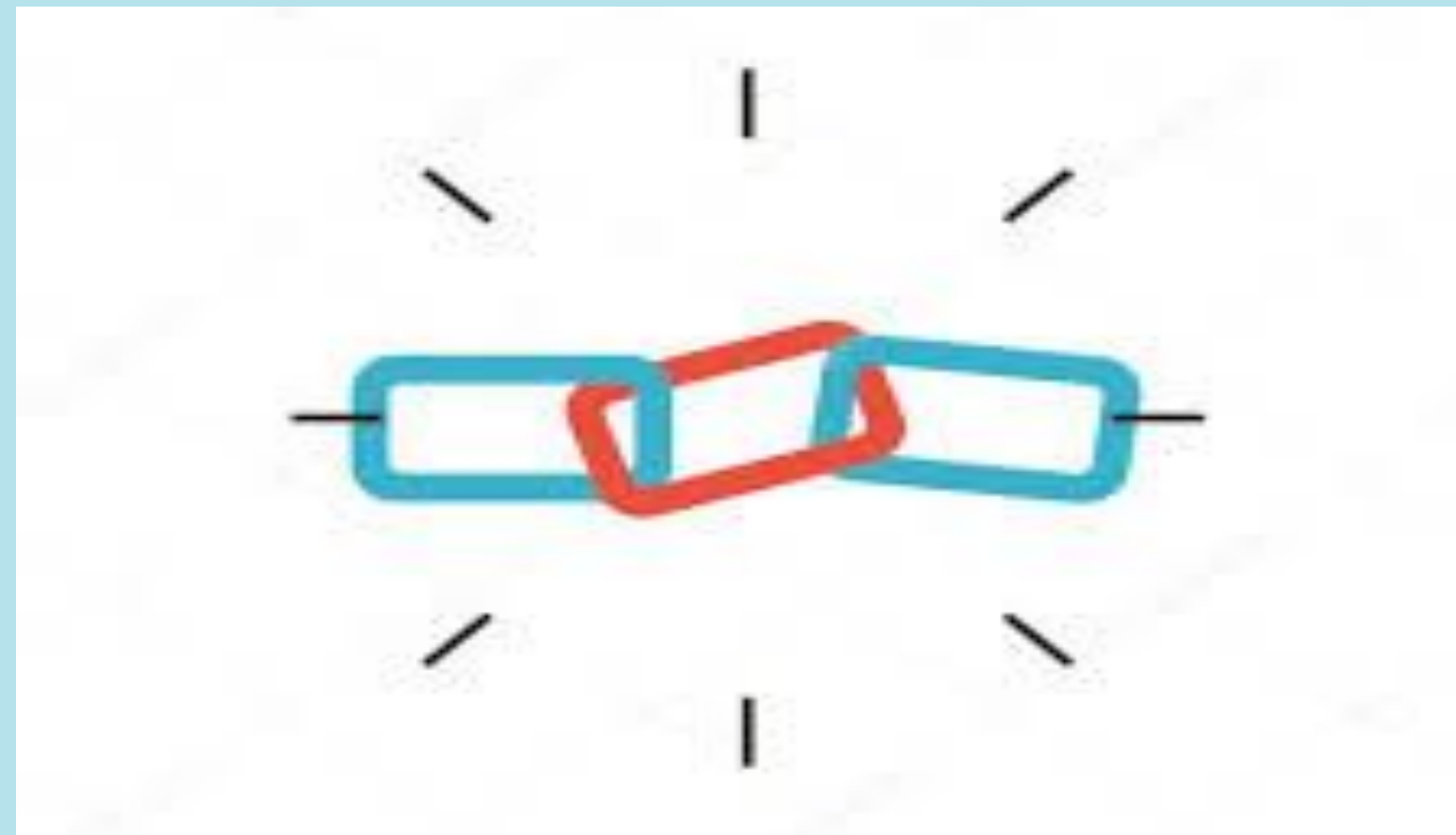
Reading Effort

Writing Effort

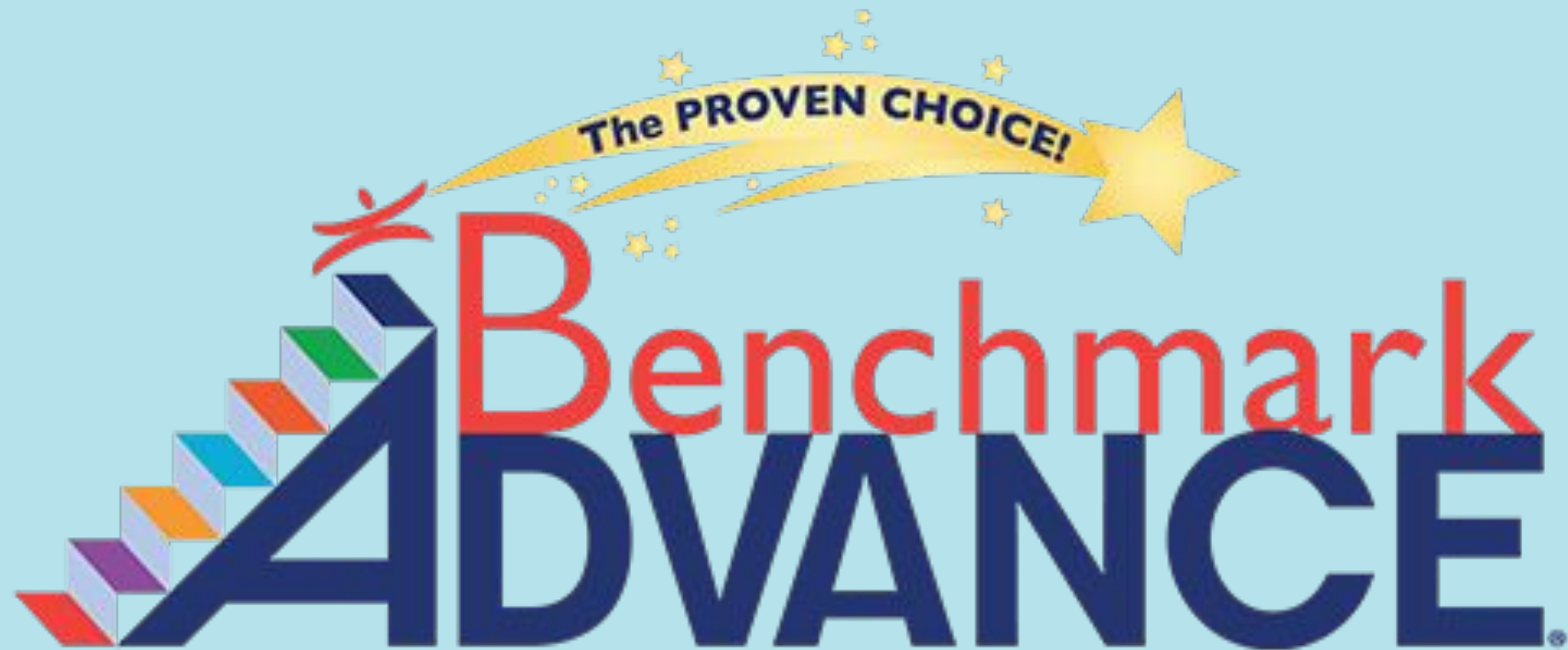
Connect

*Take a moment to think about your child's skills in **ORAL language** and the **WRITTEN code**.*

What connections are you making?



Second Year of Implementation: Language Arts Curriculum for K-6



Reading Curriculum

Language Comprehension Lessons using Rigorous Text

Phonics & Word Study with Intentional Practice

Unit	Knowledge Strand	GRADES							
		K	1	2	3	4	5	6	
1	Life Science								
2	Character Matters								
3	Government and Citizenship								
4	Perspectives in Literature								
5	Technology and Society								
6	Themes Across Cultures								
7	History, Culture, and Geography								
8	Earth Science								

Writing Curriculum

3 KEY COMPONENTS

Explicit Foundational Instruction

- Handwriting:
 - Manuscript (K-1)
 - Cursive (2-6)
- Spelling
- Grammar

Rigorous Composition Instruction

- Narrative
- Information/Expository
- Opinion

Integration with Reading Instruction

- Annotating texts
- Analyzing text structures
- Using text evidence in compositions

ELD Curriculum: Benchmark Express

Multilingual learners access English Language Development (ELD) lessons from ESOL teachers with Benchmark Express.

Benchmark Express uses texts from Benchmark Advance, serving to deepen student learning in ELA.



Scaffolds and Supports

Benchmark Advance includes scaffolds and supports to be responsive to the needs of all students.

Additional resources are available for students with disabilities and multilingual learners.

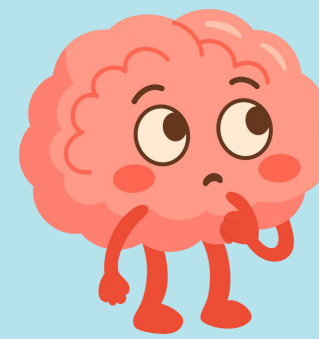
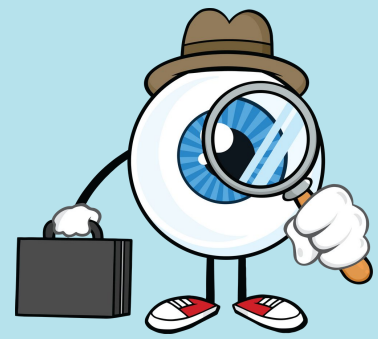


Extensions for Advanced Learners

All students receiving Advanced Academic services will participate in Benchmark Advance. In addition to inquiry-based research projects and extensions in Benchmark, each quarter will focus on at least one supplemental AAP ELA curricular resource to be used throughout that quarter.

Advanced Academic Programs (AAP)

Fairfax County Public Schools offers a continuum of advanced academic services for students K-12 that builds upon students' individual strengths and skills and maximizes academic potential for



See-Think-Wonder

- **See:** What is something you SEE from Benchmark Advance?
- **Think:** What do you THINK it means about what your child is learning?
- **Wonder:** What questions do you have about how your child is learning to read and write?

Home-School Connections

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

Letters come home before and after each unit that describe what students are learning.

Lexia® 480L-730L

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

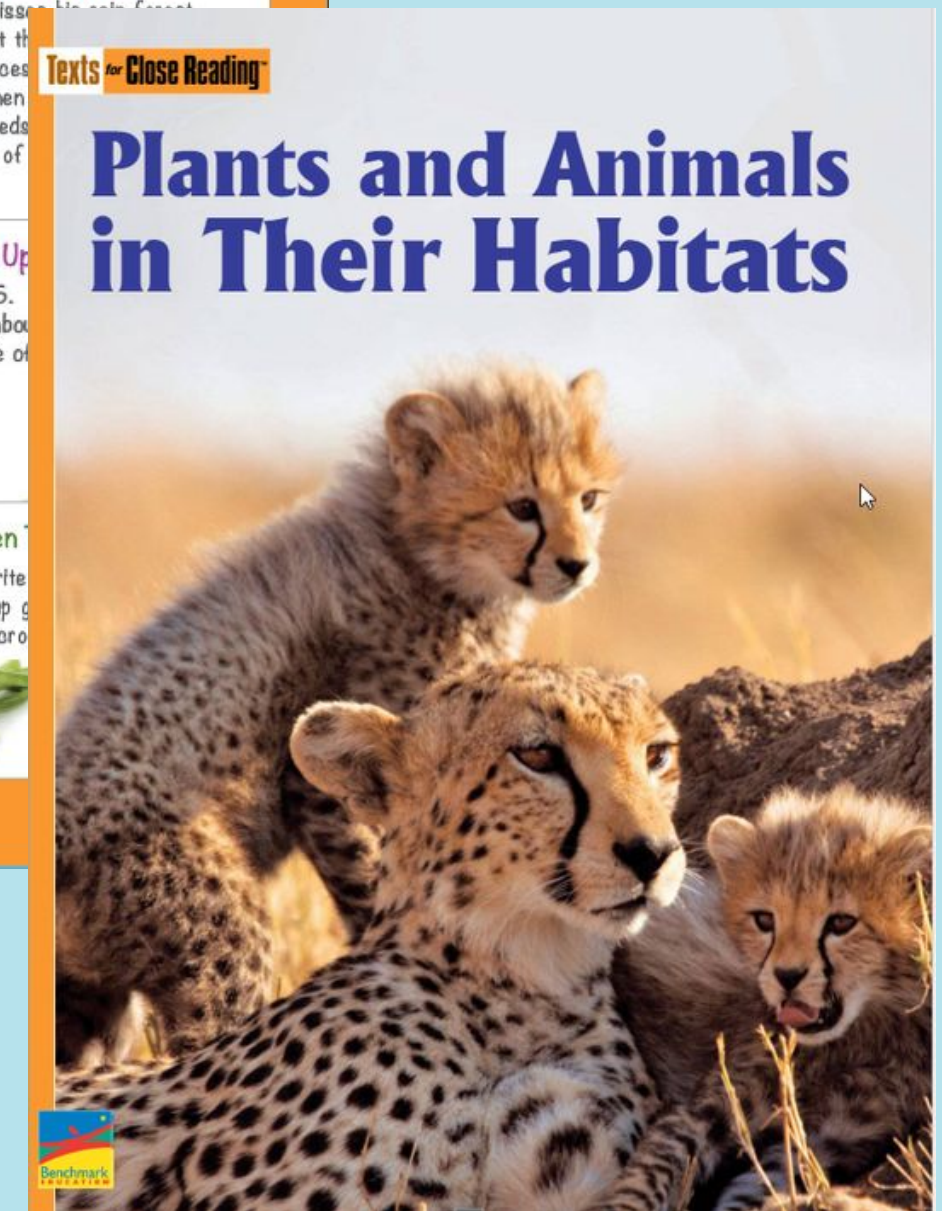
- art
- science
- social studies
- literature

Week	Activity	Description	Image
Week 1	Antarctica, My Home	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.	
	Dear Alex	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.	
Week 2	Grasslands of North America	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.	
	Save the Coral Reefs	Draw a picture of a coral reef. Then make an ad telling why it is so important to protect them.	
Week 3	Butterfly Sky	Reread page 22. Draw a picture of what Filiberto saw when thousands of multicolored butterflies filled the sky with color.	
	Welcome to the Central Valley	"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.	
	No Green	Filiberto's favorite to grow. Look up grow your own crop.	

Texts for Close Reading

Plants and Animals in Their Habitats

Benchmark UNIVERSE
BENCHMARK EDUCATION COMPANY



Home-School Connections



Unit 1: Life Science

Unit 2: Characters

Unit 3: Government & Citizenship

What captures your child's interest?

How can your family explore it together?

Two Paths Toward Growth, K-8

ALL K-8 STUDENTS GET
K-6: Benchmark Advance
7-8: HMH Into Literature

Rigorous comprehensive
grade-level instruction in
reading, writing & word study

Leading to more students
on grade level

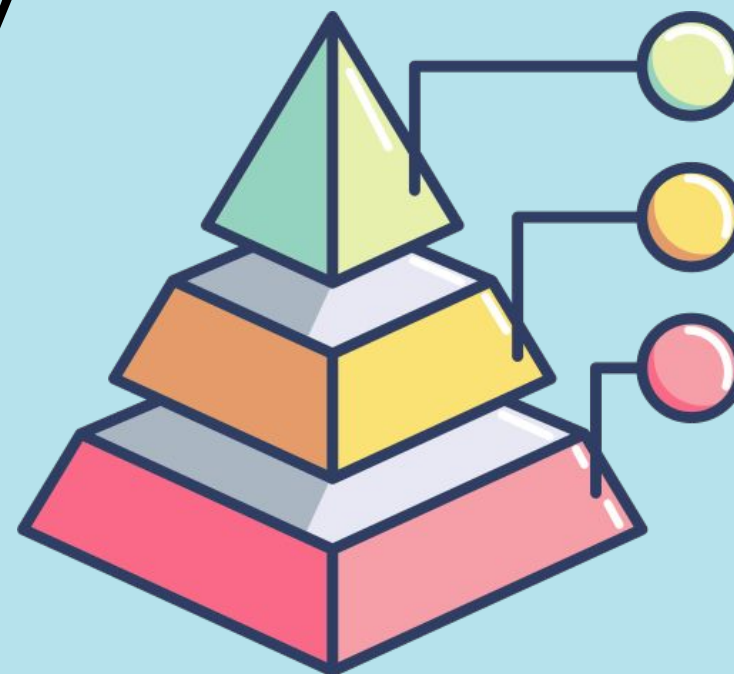
“GROWING GREEN”

SOME K-8 STUDENTS GET
Individualized Reading Plans
based on VALLSS/SOL results

Structured literacy programs
during intervention block

Closing gaps in
foundational skills

“SHRINKING RED”



The VALLSS identifies who needs extra help

Who takes it?

K-2: ALL students

3: Students demonstrating risk on spring VALLSS of 2nd grade or didn't take VALLSS

4-8: Students who failed the SOL, took it with read aloud, or didn't take SOL

Learn more at <https://literacy.virginia.edu/families>

VALLSS K-8

What do VALLSS: Grades K-3 scores tell you?

- 1 If your child is at risk for developing reading difficulties

After all of the subtests are completed, the student will receive an indication of an overall band of risk.

These bands are:



What is the Virginia Language & Literacy Screening System (VALLSS) 4-8?



Starting in the 2025-2026 school year, any student who receives either a Fail/Basic or Fail/Below Basic on the SOL will take VALLSS: 4-8. VALLSS: 4-8 will be given twice a year, in the Fall and at Mid-Year.



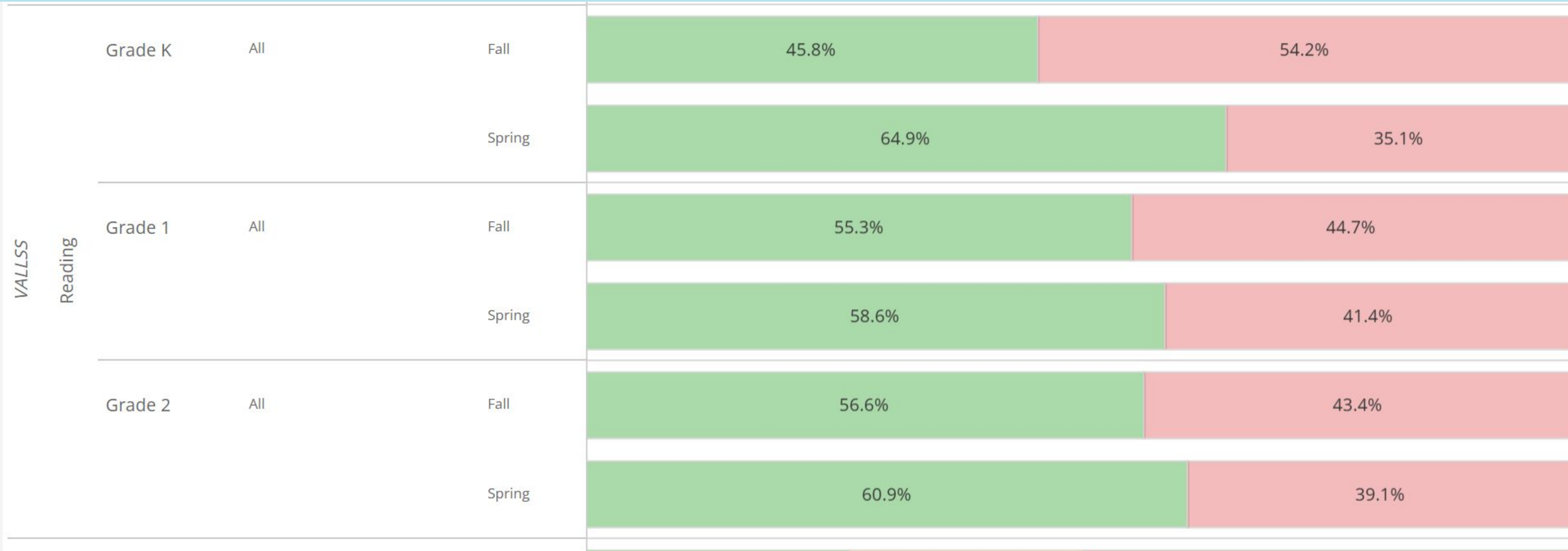
VALLSS: 4-8 includes code-based subtests, which assess word reading and spelling, as well as language-based subtests which assess language comprehension. Some subtests can be administered in a small group and others must be administered 1:1.



Results from VALLSS: 4-8 will provide more information on specific literacy components that need targeted instruction.

Learn more at <https://literacy.virginia.edu/families>

K-2 VALLSS Fall 2024 to Spring 2025 Federally Funded Schools

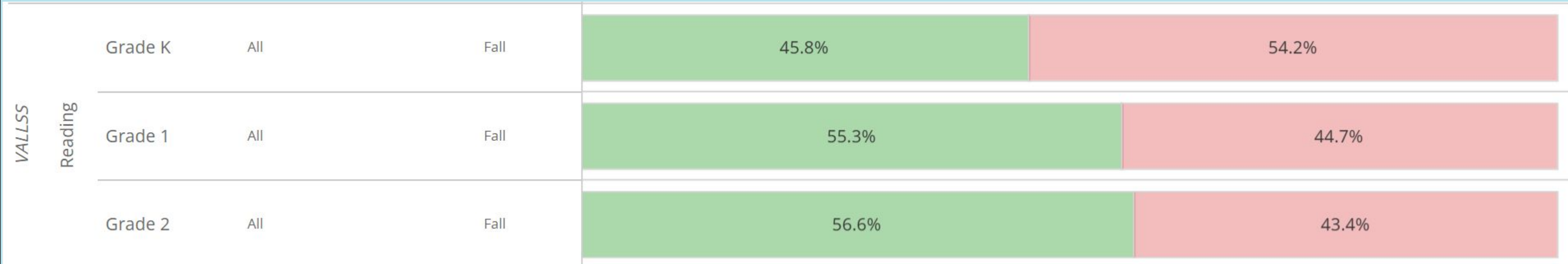


Green = Low or moderate risk

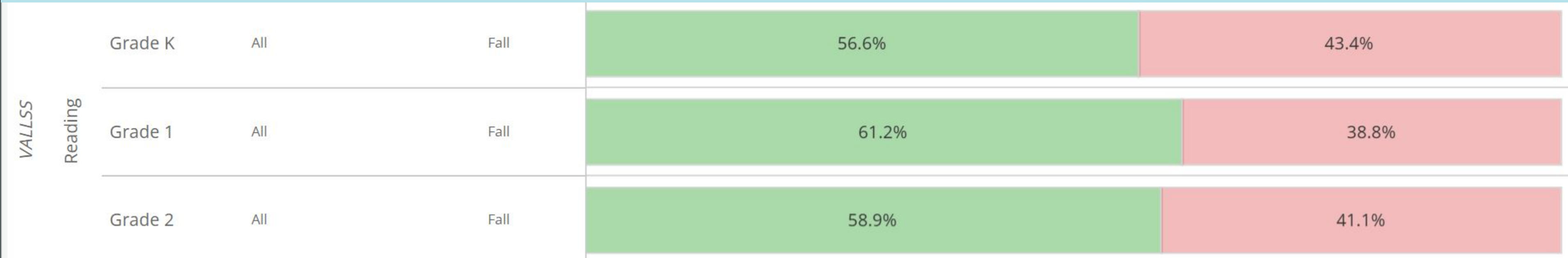
Red = High risk

K-2 VALLSS Fall 2024 to Fall 2025 Federally Funded Schools

Fall 2024



Fall 2025



Green = Low or moderate risk

Red = High risk

Elementary School Intervention

SOME students need extra help and may have a READING PLAN.

READING PLANS focus on closing gaps in code-based skills during a separate INTERVENTION block.

Students who need intervention might go to another teacher to receive this instruction. This is called WALK TO INTERVENTION.

In some schools, ALL students go to a group during the intervention block based on their needs. This is called WALK TO READ.

Middle School Intervention

SOME students need extra help and may have a READING PLAN.

READING PLANS focus on closing gaps in code-based skills during a separate INTERVENTION block.

Students may access this INTERVENTION through enrolling in a separate course OR during the Advisory period.

High School Literacy

The Virginia Literacy Act applies to K-8, but through the EAL plan, FCPS is committed to strong literacy instruction and intervention for High School students as well.

This year, Secondary Administrators are learning about the Science of Reading and how to promote **LANGUAGE COMPREHENSION for ALL** students across EVERY content area, through:

- Student interaction and engagement
- Vocabulary instruction
- Explicit instruction


In addition, teachers of High School Intervention Courses for Reading will learn how to develop **READING PLANS** and monitor student progress. These plans will be piloted in January.

Reading Plans, K-8

- Area of Need
- Yearly Goal
- Quarterly objectives
- Quarterly data to monitor progress towards goals
- **Track your student's plan in ParentVue**

ParentVUE Account Access

Login



Fairfax County
PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

SIS STUDENT INFORMATION SYSTEM

Username:

Password:

Login

Stop, Jot, & Share

① **Stop** & Think about the VALLSS & Reading Plans

② **Jot** Your Thoughts

Take 2–3 minutes to write quick notes for each prompt:

- *I learned...*
- *I feel...*
- *I wonder...*

③ **Pair & Share**

Share one insight or idea with a partner.

Discuss next steps you might take with this information.

How Can You Help at Home?

WORD READING

- Support foundational skills
- Practice skills from reading plan
- Encourage daily reading and writing

LANGUAGE COMPREHENSION

- Talk, listen, ask questions
- Sustain interest in topics from school

QUIET PLACE TO READ and STUDY

- Provide a calm, distraction-free space at home
- Set aside regular time for reading and homework
- Make sure necessary materials (books, paper, pencils) are available
- Encourage your child to summarize or talk about what they learned



Playing with Sounds

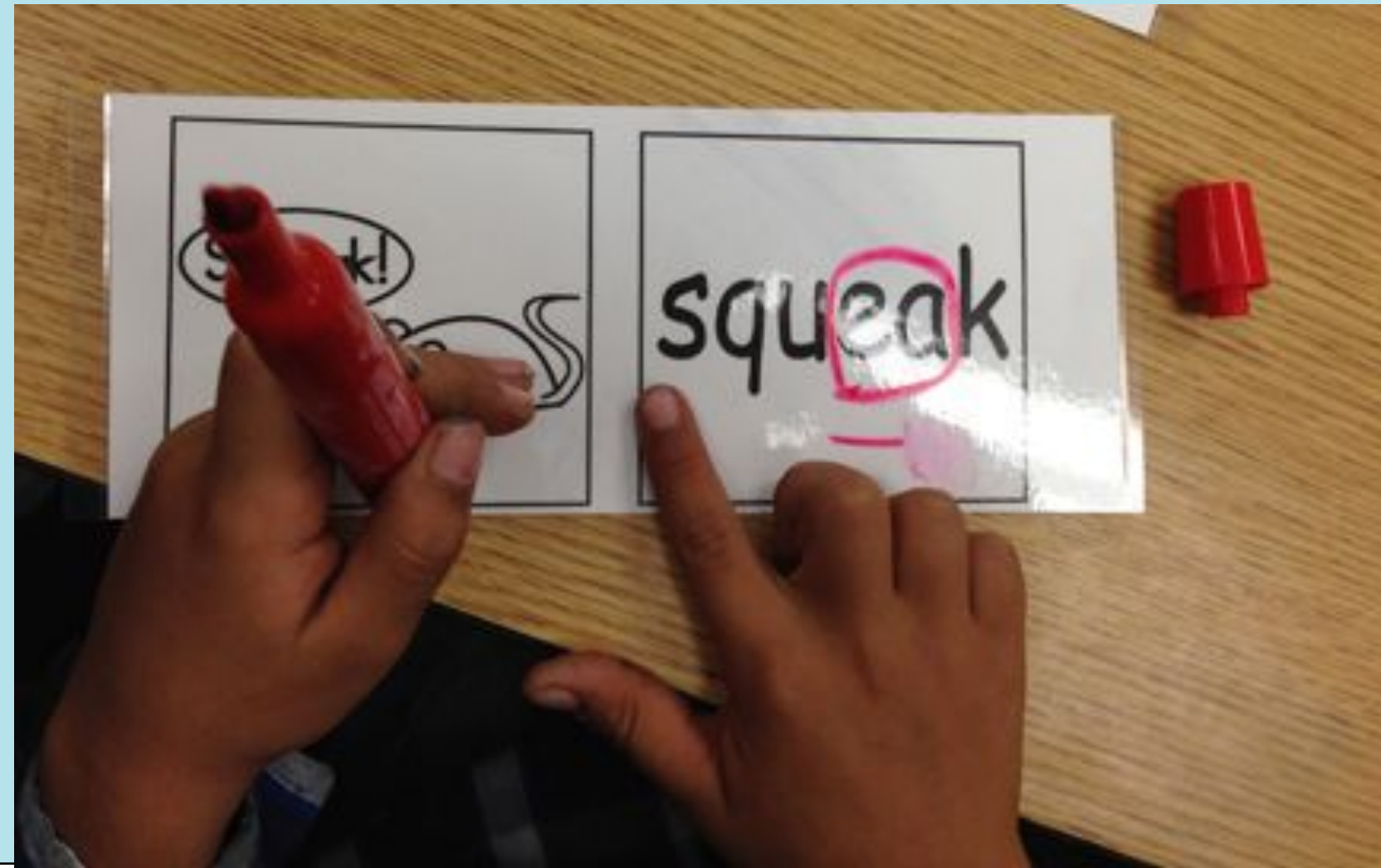


- Share nursery rhymes
- Play I Spy with initial sounds or rhymes
- Play Sound Swap
- Play spelling/word games: Bananagrams, Crosswords, Jumble, Scrabble, Wordle, Connections, Upwords, Balderdash.
- Read poetry and notice the sounds of words
- Have fun with word play and puns
- Notice when words share the same word parts

Prompting Emergent Readers



- *Look at the letters.*
- *Move your finger from left to right.*
- *Look through the whole word.*
- *Chunk the word into parts or syllables.*
- *Check to see if it makes sense.*



Build Language (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!



CELEBRATE:
What is one thing
you already do
that supports
your child's
literacy?

FCPS Literacy Resources for Families



Unlock Your Child's Reading Potential: FCPS Resources

Your Guide to Supporting Reading Success at Home

<https://www.fcps.edu/node/50236>

One Action, One Commitment

Take a moment to silently reflect and write down:

ONE specific home literacy action (e.g., using the magazine calendar, playing sound games, setting quiet reading time) you will commit to trying with your child **this week**.

