



# Literacy Updates for Families

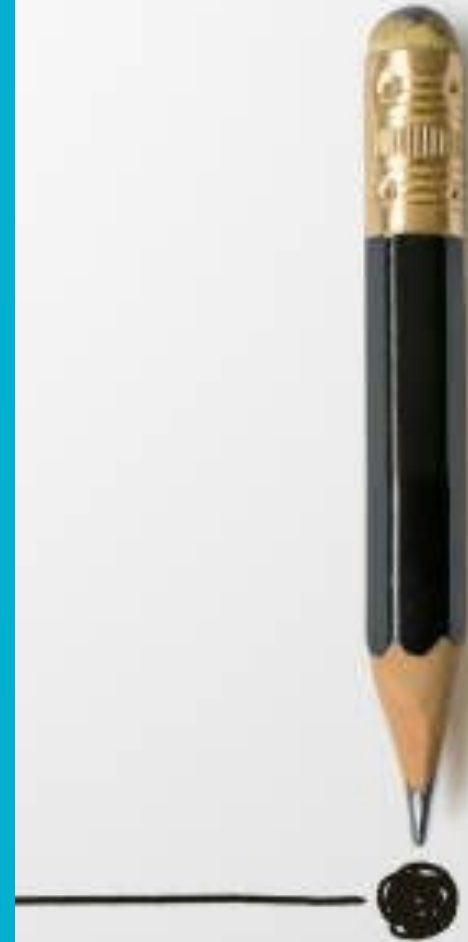
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Understanding shifts in practices in FCPS and  
at our school

August 2022

# Outcomes

- Understand what is meant by the “Science of Reading”
- Learn how you can help at home
- Learn about FCPS’ Equitable Access to Literacy Plan
- Explore what it means for our school this year



# 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



# 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.

# 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 or the F&P Benchmark Assessment System.*



# Equitable Access to Literacy



FCPS  
Student  
Outcomes

Evidence  
Based  
Instruction

Virginia  
Literacy  
Act

# 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

# Equitable Access to Literacy in Action

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