

Family Presentation



Fairfax County
PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Grounding



About what topics have your children been passionate experts?

Outcomes



Understand evidence-based literacy instruction and the new curriculum, Benchmark Advance.

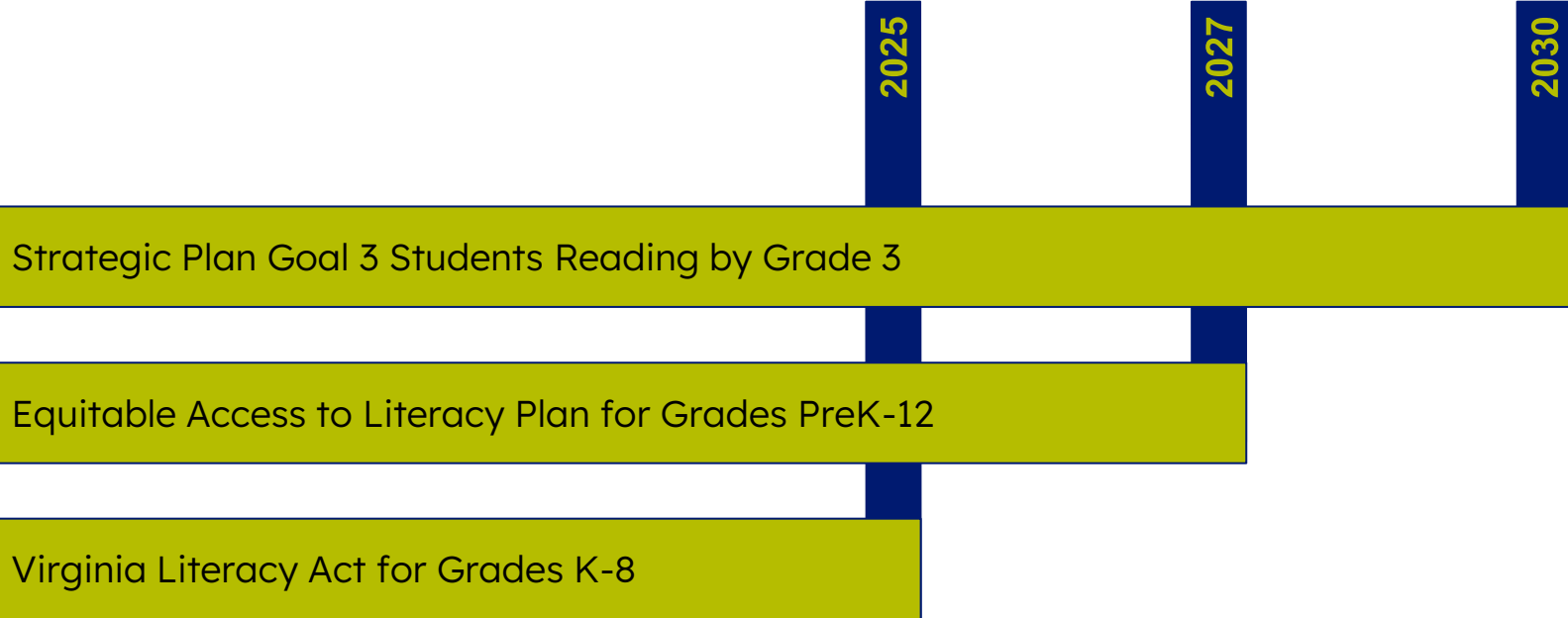


Examine changes in assessment and grading for this year.



Explore ways you can support your child's learning at home.

Common Plans for Literacy



Evidence-Based Literacy Instruction

The Simple View of Reading



Word
Reading

Language
Comprehension

Reading
Comprehension

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.)

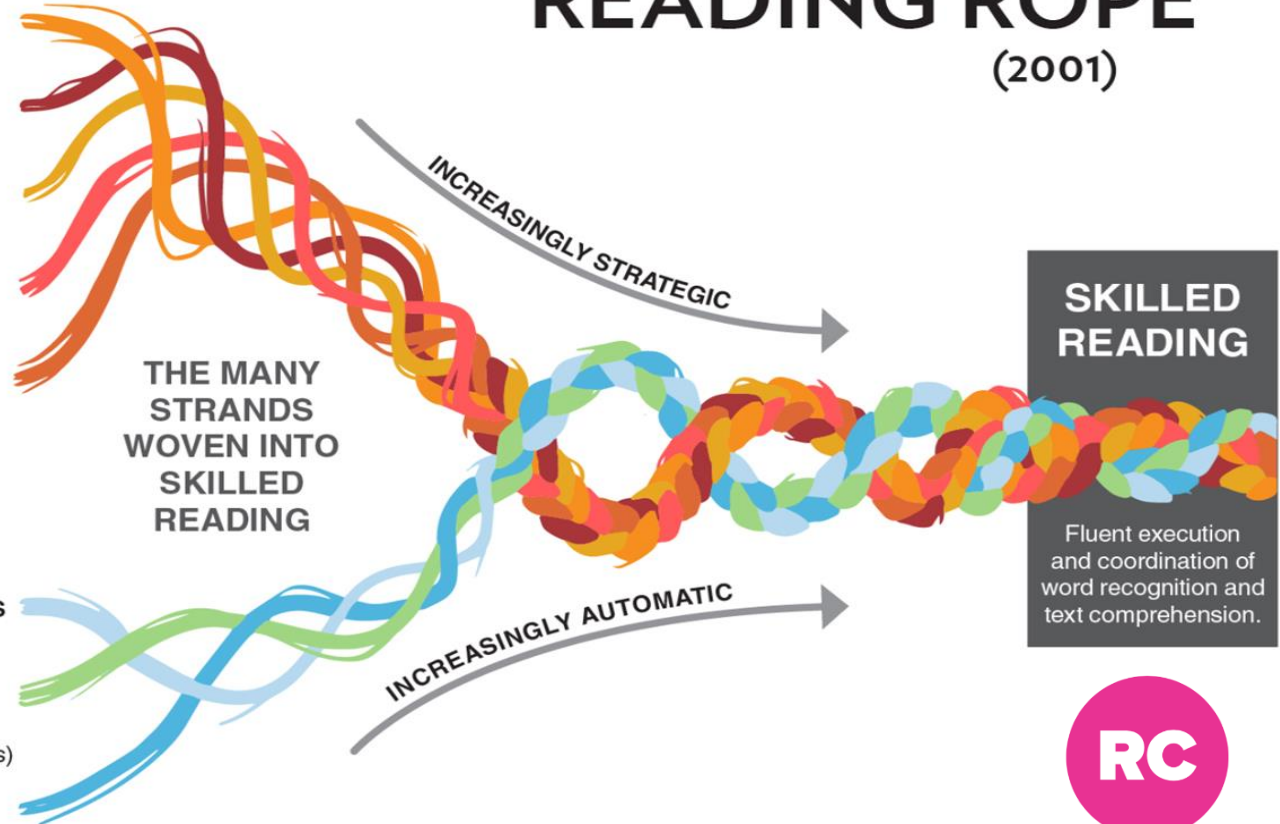
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.

RC

LC

WR

The Simple View of Writing

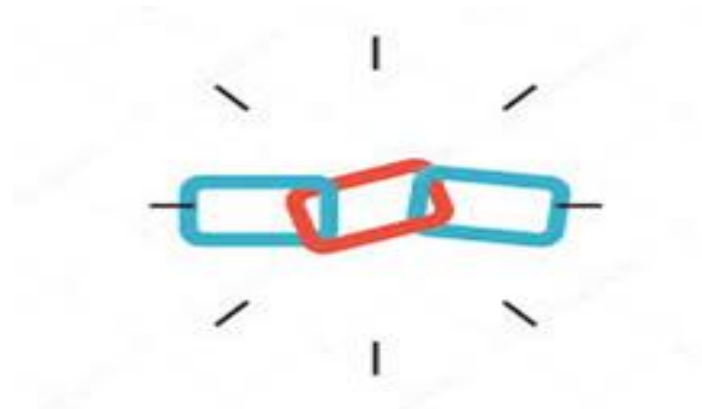


Figure 8.2 Writing as the Mental Juggling Act
Figure also on page 234 of the LETRS manual.

Connect

Take a moment to think about your child's word reading and language comprehension skills.

What connections are you making?



The Virginia Literacy Act in FCPS

CURRICULUM

























































All classrooms K-6 will use the state-approved curriculum, Benchmark Advance.

ASSESSMENT

READING PLANS

Our New Curriculum for K-6



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							

Essential Questions Get More Complex

Unit 1: Life Science

Plants and Animals Have Needs

Why do living things have different needs?

Kindergarten

Animal Adaptations

How do living things survive in their environment?

3rd Grade

Relationships in Nature

What roles can we play in the balance of nature?

6th Grade

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 all learners.

Home-School Connections

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

Magazines include calendars to extend student learning with ideas for independent and family activities.

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.

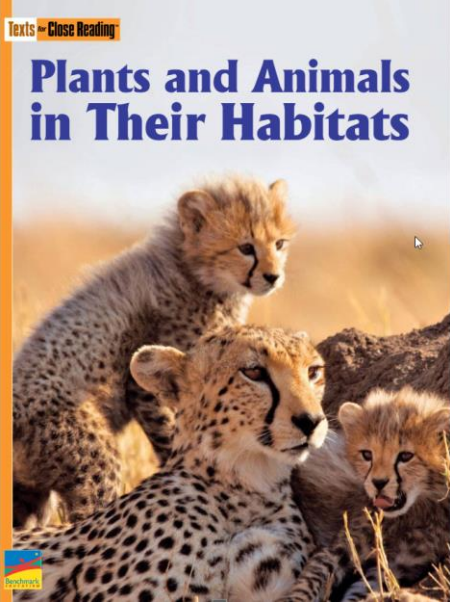
Activity Connections

- art
- science
- social studies
- literature

Week	Activity
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.
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.
Week 3	Butterfly Sky Reread page 22. Draw a picture of what Filiberto saw when thousands of multicolored butterflies filled the sky with color.
	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.
	Save the Coral Reefs Draw a picture of a coral reef. Then make an ad telling why it is so important to protect them.
	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.
	More About Armadillos Alex says he misses his home. What is it like? Research on places he wants to visit, pick one, and then write a letter to an armadillo neighbor. Draw a picture of the place.
	Once Upon a Macaw Reread page 15. Write a story about a day in the life of a macaw.
	No Green for Filiberto Filiberto's favorite to grow. Look up a vegetable and draw your own crop.

Texts = Close Reading

Plants and Animals in Their Habitats



Benchmark EDUCATION
BENCHMARK EDUCATION COMPANY

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

The Virginia Literacy Act in FCPS

CURRICULUM

ASSESSMENT/GRADING

READING PLANS

K-2: Virginia Language and Literacy Screening System (VALLSS)

3-8: iReady (*some Grade 3 students may also participate in VALLSS*)



Understanding Reading Performance

From only observing speed...



We used to look at levels...

To looking under the hood.



Now we look at skills.

What do VALLSS scores tell you?

- 1 If your child is at risk for developing a reading difficulty

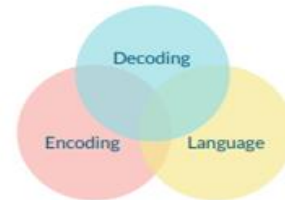
After all of the subtests are completed, the student will receive an indication of an overall band of risk.

These bands are:



- 2 In what components of literacy your child needs further instruction

Teachers use this information to **plan instruction and intervention**, to ensure students get the support they need to catch up.



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

What do iReady scores tell you?

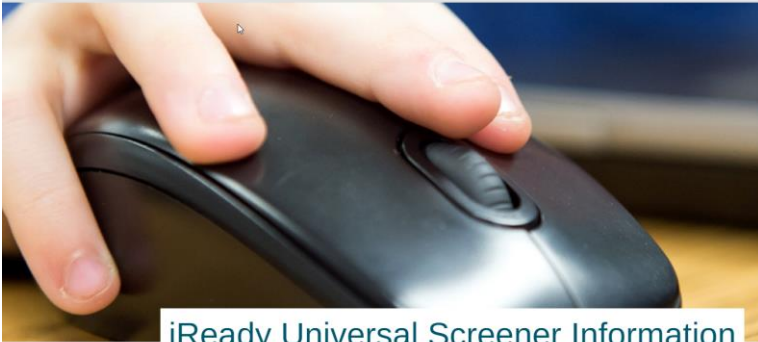
Test Information	Domain Performance	
Subject: Reading	Phonological Awareness	
End of Testing Window:	Phonics	
National Percentile:	High Frequency Words	
Benchmark Status:	Vocabulary	
Overall Performance:	Comprehension Literature	
Scaled Score	Comprehension Informational Text	



Students | Employees | Families | Community | Careers | Schools | Superintendent

Q About FCPS v Academics v Services v Get Involved

Fairfax County Public Schools » Academics » General » Student Tests & Assessments » Types of Student Assessment » iReady Universal Screener Information



Learn more at
[FCPS.edu/us](https://www.fcps.edu/us)

Aligned Progress Report Standards

Relate to grade level standards (or aligned extended standards)

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

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.

How Might Grades Look Different?

- **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.

Extend



I used to think

But now I think

The Virginia Literacy Act in FCPS

CURRICULUM

ASSESSMENT

READING PLANS

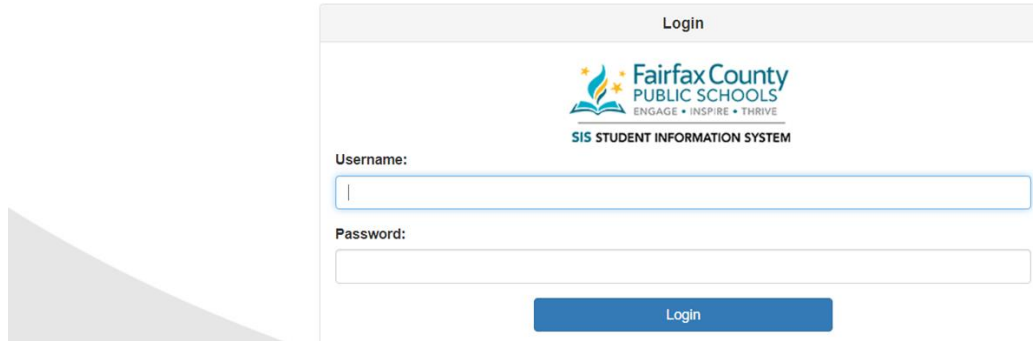
K-8: Students will get extra help if they show risk on these assessments.



Reading Plans

- Area of Need
- Yearly Goal
- Quarterly objectives
- Quarterly data to monitor progress towards goals

ParentVUE Account Access



The screenshot shows a login interface for the SIS Student Information System. At the top, it says "Login". Below that is the Fairfax County Public Schools logo, which includes a stylized sun and stars, and the text "Fairfax County PUBLIC SCHOOLS" and "ENGAGE • INSPIRE • THRIVE". Underneath the logo is the text "SIS STUDENT INFORMATION SYSTEM". There are two input fields: "Username:" and "Password:". Below the input fields is a blue "Login" button.

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, inquire

Sustain interest in topics from school

Playing with Sounds

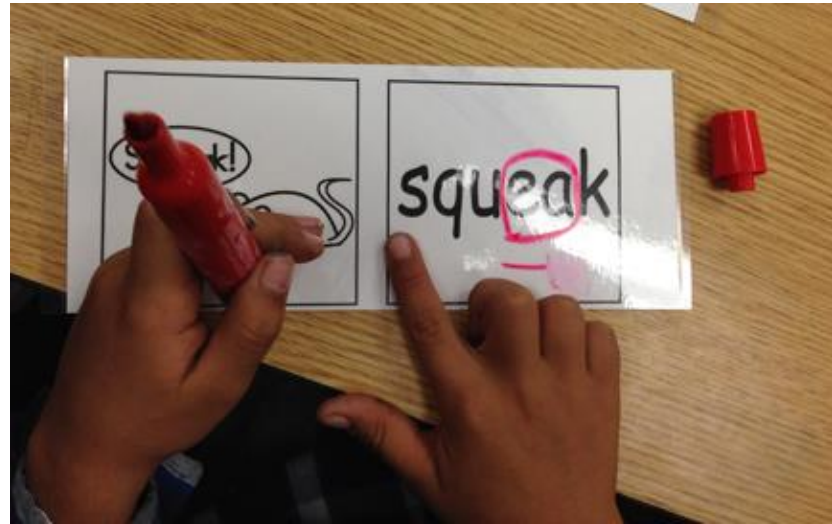


- Share nursery rhymes
- Play I Spy with initial sounds or rhymes
- Play Sound Swap
- Play spelling/word games: Bananagrams, Crosswords, Jumble, Scrabble, Wordle, Connections, Upwords, Balderdash.
- Read poetry and notice the sounds of words
- Have fun with word play and puns
- Notice when words share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

Prompting Early 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



Building on Their Words



Try the PEER strategy:

- P**rompts the child to say something,
- E**valuates the child's response,
- E**xpands the child's response by rephrasing and adding information to it, and
- R**epeats 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.*

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!



How can you expand upon what your child is learning at school?

FCPS Literacy Resources for Families



Unlock Your Child's Reading Potential:
FCPS Resources

Your Guide to Supporting Reading Success at Home

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

Benchmark Advance in Action



Questions

