

Changes in Literacy for fall 2024

How will the science of reading
and the VLA impact our literacy
instruction at FHES?



Agenda

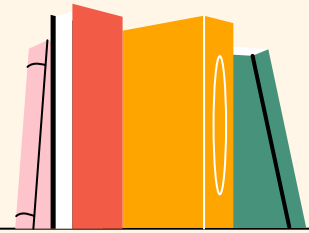
✦ **01 Virginia Literacy Act**
The new VA law redefining literacy instruction statewide

02 K-3 (and beyond) Foundational skills
What skills build the foundation for skilled reading

03 K-6 Language Comprehension
What are the necessary parts of good comprehension

04 New resources coming
What is a basal system?

05 What can parents do to help
A few simple choices can go a long way!

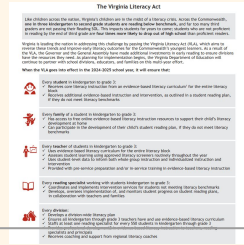


O1

The Virginia Literacy Act



The Virginia Literacy Act

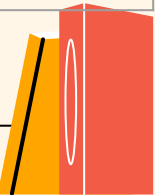


Then (pre-VLA)

- We read aloud a lot of books
- Guided reading in leveled text
- Comprehension strategies
- Writing Process - Let's start with ideas and go from there

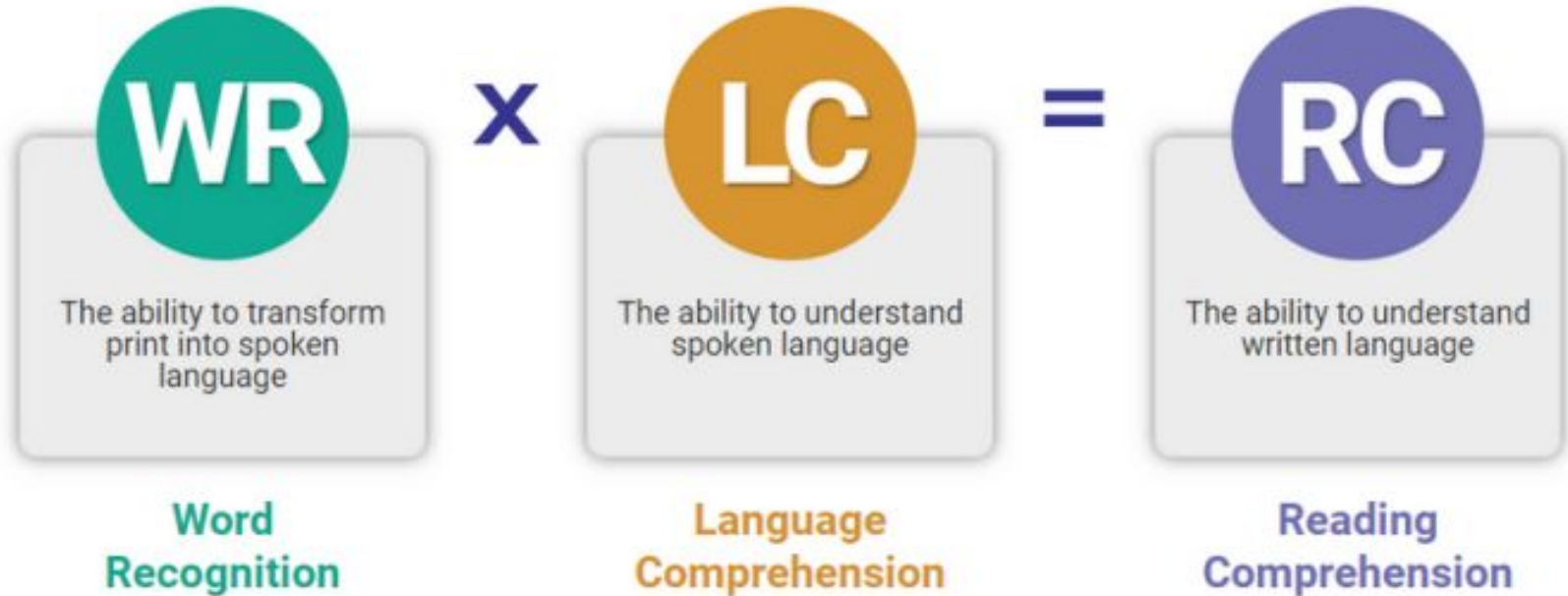
Now (going forward)

- Systematic and explicit phonics and spelling instruction in every grade
- Grade level texts for all
- Comprehension - Let's build understanding together
- Foundational writing skills taught (K-6)
- VLA parent info sheet linked above



The Simple View of Reading

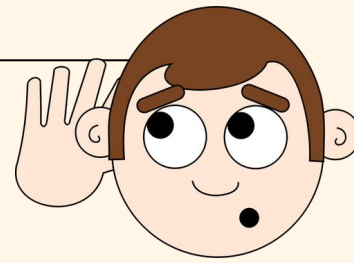
The Simple View Formula



02
K-3 (and beyond)
Foundational
Reading Skills



Phonological Awareness

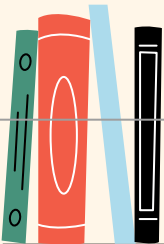


Then

- Phonological Awareness was not taught

Now

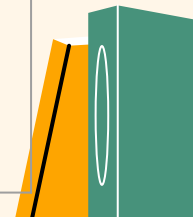
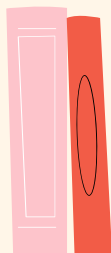
- Students manipulate words orally
- Students put word parts together
- Students break whole words apart
- They use these skills to read unknown words in reading
- They hear more sounds in words and spelling begins to improve ✨



Decoding and Encoding



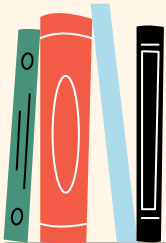
Then	Now
<ul style="list-style-type: none">● Students expected to sound words out, mostly in writing● We relied on picture cues and what made sense with the story to solve unknown words in reading● Students checked their guess against the first letter or the letters of the word	<ul style="list-style-type: none">● We teach students to sound out all the parts of the word to figure out tricky words in reading and writing● Students use decodable texts to practice reading known letter-sound combinations● Spelling and reading instruction go together



Sight Word Recognition



Then	Now
<ul style="list-style-type: none">• Teachers teach students high frequency words• Students are expected to memorize these irregular words by sight	<ul style="list-style-type: none">• Teachers teach words that do not follow the rules students know• Students learn these words by <u>sound</u> and then by sight





03

K-6 Language Comprehension



Language Comprehension = Reading Comprehension



Then

- Reading comprehension is the most important thing
- Teachers read new articles with students daily
- More books and articles are better

Now



- Language comprehension IS reading comprehension
- All students are capable of understanding any grade level text with support
- Teachers read an article over multiple days
- We write about what we read to make new learning stick. This is what is important.



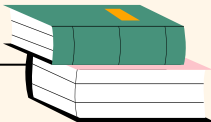
How we build literal and inferential skills

Then

- We read a new text daily
- There is a new strategy to learn daily
- We assume that following steps to comprehend (strategy) equals comprehending
- Comprehension without teacher support is the goal

Now

- We read aloud a text multiple times
- We understand that we need to teach background on new topics
- We use strategy instruction as a support
- Teachers should be supporting all students' understanding while reading



Word Study (grades 3-6)

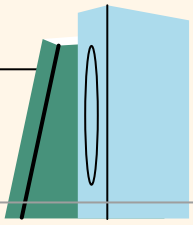
Not phonics, but morphology

Then

- Virginia reading standards list many suffixes and root words for each grade (3-6)
- Teachers are on their own to fit it in

Now

- VDOE, through a literacy partnership with University of Virginia, selected basal systems (more on that next)
- FCPS adopts a basal system
- Teachers use the sequence and lessons provided to teach word study K-6 (fall 2024)
- We have time to teach all parts of literacy



Foundational writing skills

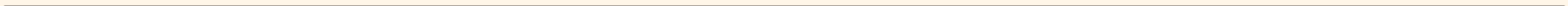
Then



- Good ideas are the most important thing
- Spelling improves as reading improves
- Editing checklists provided to kids with *a few specific* editing lessons

Now

- Kids must learn the parts of a sentence and a paragraph to write well
- We teach grammar in depth K-6
- Writing should be related to content
- Good ideas come from understanding content (Social Studies, Science or books/articles)





04

**New instructional
resources and
assessments
coming next fall!**





FCPS will be getting a basal system K-6

This is a comprehensive system that includes:

- Explicit phonics and word study with a K-6 scope and sequence
- Explicit vocabulary instruction
- Explicit reading comprehension instruction
- Multiple texts in a unit around a topic of study; which are thematic and taught K-6.
- Built-in unit assessments
- Explicit foundational writing skills instruction

VALLSS (K-3)

VA Language and Literacy Screening System



This is an update of the PALS assessment

- *K-3 only*
- Administered 1-1
- Replaces all other assessments
- It will be our new screening tool



**We will continue to use our current
assessments for grades 4-6**



**Allow kids Lexia
time (only if
needed)**

**separate from
“screen time.”**

**Encourage your
child to read
whatever brings
them joy**



**Read aloud (in any
language) and
snuggle as LONG as
your kids will allow
you to!**

**Talk about themes,
characters and
lessons learned in
any books, media,
podcasts,
audiobooks and how
those ideas relate to
your family**

Thanks!

Do you have any questions?

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