3RD GRADE COMMITMENT

PARENTS' GUIDE TO STUDENT SUCCESS

SHELBY COUNTY SCHOOLS
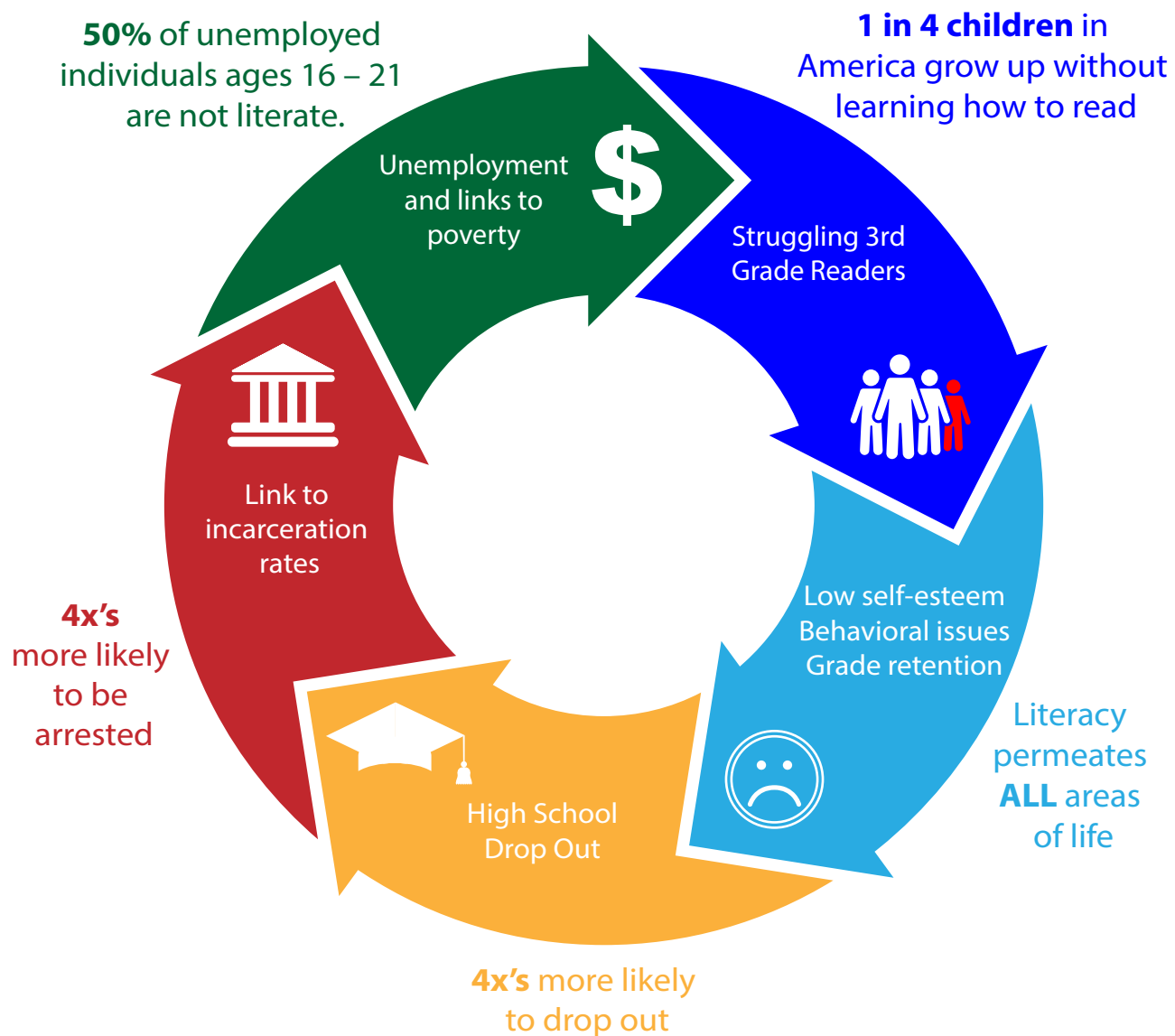SCS
Excellence since 1867

3RD GRADE
DISTRICT SCHOOL SUPPORT + FAMILY & COMMUNITY SUPPORT ≡ IMPROVED LITERACY OUTCOMES & 3RD GRADE READINESS
COMMITMENT
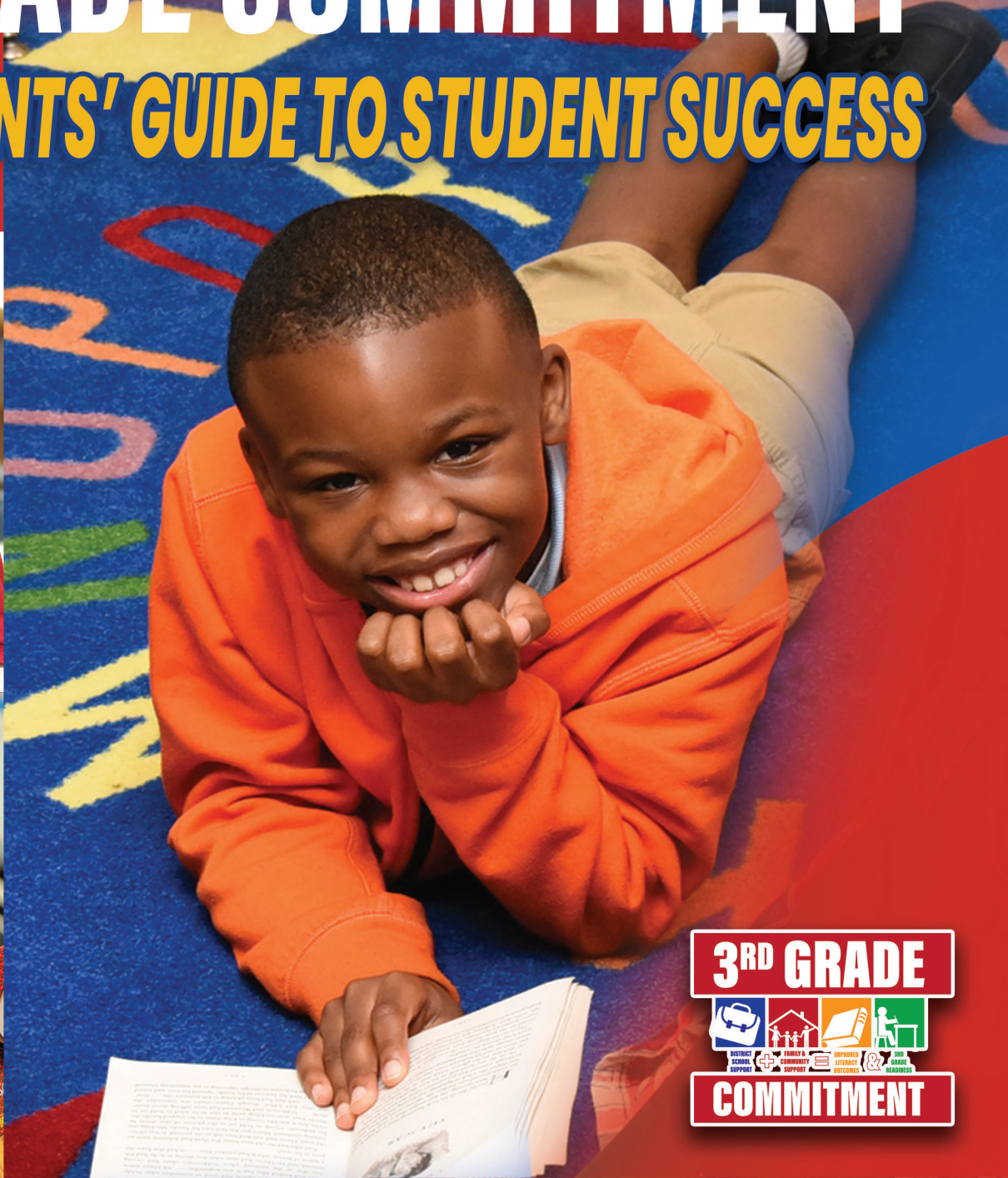
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Introduction

Shelby County Schools identifies student achievement as its highest priority. Specific revisions to Policy 5013 Promotion and Retention were developed to ensure we hold district and school leaders, teachers, and all stakeholders accountable towards the 3rd Grade Commitment. The 3rd Grade Commitment is a collaborative effort between schools, parents and community that ensures we all work together to best help SCS students reach reading readiness by the time they reach the 3rd grade. Third grade has been identified as important to literacy because it is the year students are no longer "learning to read" but they are "reading to learn." If students are not proficient readers by the time they reach the third grade, half of the curriculum they will be taught in third grade and beyond will be incomprehensible.

Impact of Inadequate Reading Skills

50% of unemployed individuals ages 16 – 21 are not literate.

1 in 4 children in America grow up without learning how to read

Unemployment and links to poverty

$

Struggling 3rd Grade Readers

Link to incarceration rates

Low self-esteem Behavioral issues Grade retention

4x's more likely to be arrested

High School Drop Out

Literacy permeates ALL areas of life

4x's more likely to drop out

Roadmap to 3rd Grade Readiness

3rd Grade
By third grade, students are building up steam in literacy, moving from learning to read to reading to learn. They are making deeper connections between concepts in math and in their daily lives. Encouragement is critical as they branch out socially.
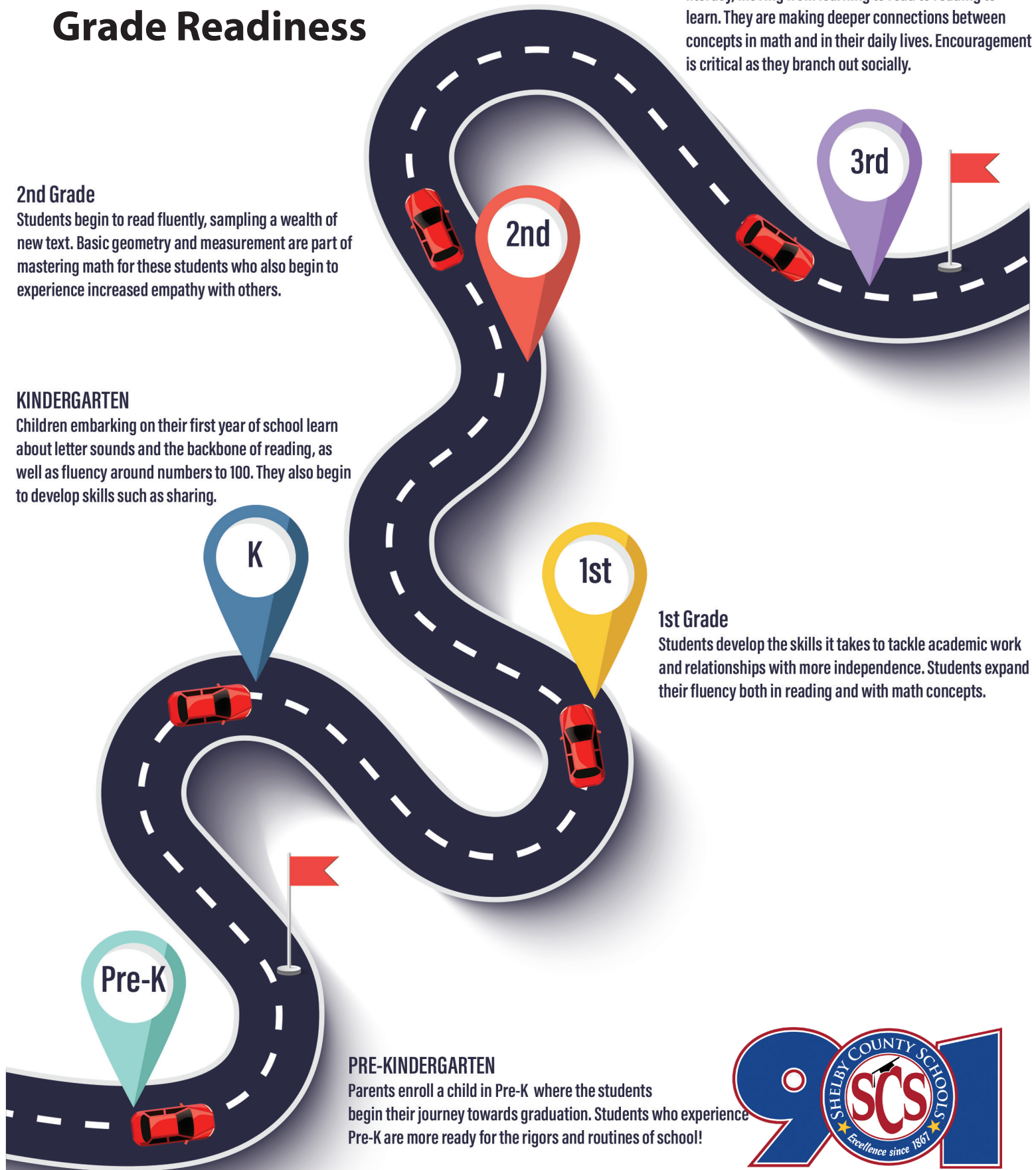
3rd

2nd Grade
Students begin to read fluently, sampling a wealth of new text. Basic geometry and measurement are part of mastering math for these students who also begin to experience increased empathy with others.

2nd

KINDERGARTEN
Children embarking on their first year of school learn about letter sounds and the backbone of reading, as well as fluency around numbers to 100. They also begin to develop skills such as sharing.

K

1st

1st Grade
Students develop the skills it takes to tackle academic work and relationships with more independence. Students expand their fluency both in reading and with math concepts.

Pre-K

PRE-KINDERGARTEN
Parents enroll a child in Pre-K where the students begin their journey towards graduation. Students who experience Pre-K are more ready for the rigors and routines of school!

Student Developmental Milestones

There are important developmental milestones that children typically reach by the end of each grade to demonstrate on track or grade level mastery. For grades kindergarten through 2nd grade, each student should master the following early literacy milestones.

Pre- Kindergarten Milestones

- Relate details of a story to personal experience or other stories

- Use pictures to describe characters, settings, and predict events in stories

- Develop new vocabulary by engaging in meaningful discussions and activities

- Participate in listening to common text (e.g. storybooks, nursery rhymes, and poetry)

- Recognize frequently occurring uppercase & lowercase letters

- Participate in oral activities to introduce counting syllables in words & sentences

- Demonstrate basic knowledge of letter-sound correspondence by matching name & initial sounds

Kindergarten Milestones

- Ask and answer questions about key details in stories or other information read aloud

- Participate in conversations about topics and books in small and large groups

- Understand spoken words, syllables, and sounds

- Read and understand grade-level text

- Use a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened

- State an opinion or preference about a topic or book in writing (e.g., My favorite book is . . .)

- Describe familiar people, places, things, and events with details

- Learn to recognize, spell, and properly use grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, are & sight words)

- Recognize and produce rhyming words

- Demonstrate understanding of the organization and basic features of print

- Follow words from left to right, top to bottom and page by page

- Demonstrate how to hold a book, turn the pages and track the print from left to right

First Grade Milestones

- Identify and answer questions about the main topic and key details in a text

- Read stories and explain the lesson or moral of the story

- Explain the difference between texts that tell stories and text that give information

- Use illustrations and details in a story to describe its characters, setting, or events

- Write to describe an event, provide information on a topic, or share an opinion

- Identify words and phrases in stories or poems that show feelings

- Know and use text features, such as headings, table of contents, glossaries, captions, etc.

- Write "how-to" steps using the words "first", "then", "next", and "finally"

- Read high frequency words

Student Developmental Milestones

Second Grade Milestones

- Select, read and comprehend informational texts, stories and poems

- Ask and answer questions such as who, what, where, when, and why

- Determine the central message, lesson or moral of stories

- Compare and contrast information from two different parts of a story or informational text

- Use strategies to determine the meaning of unknown words and what is being read

- Identify the main topic of a paragraph

- Write opinion pieces

- Revise and edit writing journals with the guidance and support from adults

- Use a variety of digital tools to research and write projects

- Participate in grade-appropriate discussions using supporting evidence from classroom texts

- Use knowledge of language and its rules when writing, speaking, reading, or listening

- Write common high frequency words and irregularly spelled words

Third Grade Milestones

- Ask and answer questions to demonstrate understanding of a text by using details and examples from the text

- Identify themes within and across stories

- Determine the central message of a story and support it with key details from the story

- Read grade-level text with sufficient accuracy, fluency, purpose and understanding

- Compare and contrast themes, settings, and plots of stories written by the same author

- Describe characters in a story and connect their actions to the sequence of events

- Distinguish own point of view from that of the narrator or characters in a story

- Use prior knowledge about phonics and patterns in words to decode new words

- Write an opinion and include supporting reasons

- State meanings of common prefixes (e.g., <u>un</u> means not in the word unhappy, <u>re</u> means again in the word review, <u>pre</u> means before in the word preview. <u>dis</u> means opposite of in the word disagree)

- State meanings in common suffixes (e.g., -ly means how something is in the word safely, -ful means full of in the word careful -less means without as in the word fearless

- Recognize grade-appropriate phonemic and morphemic spelling patterns (e.g., eigh—weigh, eight; port—portable, support).

- Demonstrate an understanding of grade-level morphemes, syllable types, and syllabication rules
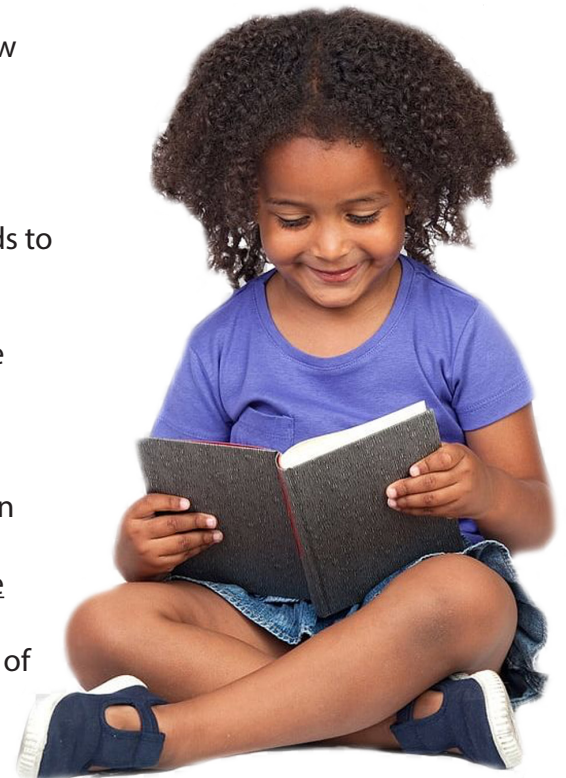
Tracking Success

Throughout the school year, students in kindergarten through 2nd grade will have several opportunities to demonstrate on track or grade level mastery. **See the Criteria for Success by grade below:**

Kindergarten Criteria for Identifying At-Risk Students (Not used for retention)

Type of Measure	Frequency of Measure	Success of Measure
Report card skills	Once per quarter (4) Students must master 80% or higher of report card skills	Master 80% of Skills from Quarter 1: 11 Skills Master 80% of Skills from Quarter 1 and Quarter 2: 25 Skills Master 80% of Skills from Quarter 1 through Quarter 3: 36 Skills Master 80% of Skills from Quarter 1 through Quarter 4: 48 Skills
Universal Screener Assessment - Illuminate Fastbridge	Fall, winter, and spring (3)	Illuminate/FastBridge Norms – 50% Fall: 34 | Winter: 52 | Spring: 66

First Grade Criteria for Identifying At-Risk Students (Not used for retention)

Type of Measure	Frequency of Measure	Success of Measure
Report card grade	Once per quarter (4)	70 or higher
Universal Screener Assessment- Illuminate Fastbridge	Fall, winter, and spring (3)	Illuminate/FastBridge Norms – 50% Fall: 37 Winter: 58 Spring: 72

7 Success Criteria possible, students must meet 5 out of 7

Second Grade Criteria for Identifying At-Risk Students

Type of Measure	Frequency of Measure	Success of Measure
Report card grade	Once per quarter (4)	70 or higher
Formative Assessment-Mastery Connect	Fall, winter, and spring (3)	On-track or mastery
Universal Screener Assessment- Illuminate Fastbridge	Fall, winter, and spring (3)	Fall: Lexile 350 Winter: Lexile 420 Spring: Lexile 485
Summative Assessment - Tn Ready	Spring (2)*	On-track or mastery

12 Success Criteria possible, students must meet 8 of 12

2019-20 English Language Arts (ELA) Kindergarten Report Card Skills

This chart shows which report card skills kindergarteners must master by quarter to demonstrate on track or grade level mastery.

Reading	Q1	Q2	Q3	Q4
Identifies front cover	X			
Identifies back cover	X			
Identifies title page	X			
Identifies author	X			
Identifies illustrator	X			
Identifies character		X		
Identifies setting			X	
Identifies plot				X
Foundational Skills	Q1	Q2	Q3	Q4
Names 13 uppercase letters in random order	X			
Names 13 lowercase letters in random order	X			
Recognize rhyming words	X			
Names all uppercase letters in random order		X		
Names all lowercase letters in random order		X		
Produce rhyming words		X		
Understand syllables	X			
Read sight words: I like the and (3 of 4)	X			
Read sight words: I like the and see we a to with my (8 of 10)		X		
Read sight words: I like the and see we a to with my me what you are is of where from but this on be that who go here for they up make play (26 of 31)			X	
Read sight words: I like the and see we a to with my me what you are is of where from but this on be that who go here for they up make play said good was she all when her he no by there do then little have one look put take (43 of 50)				X
Identify beginning sounds		X		
Identify ending sounds			X	
Identify medial sounds				X
Identify letter sounds: Aa (short and long), Mm, SsTt, Cc, Pp, Nn		X		
Identify letter sounds: Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Identify letter sounds: Jj, Xx, Ee (short and long), Hh, Kk, Uu (short and long), Ll, Ww, Vv, Zz, Xx, Yy				X
Write the letter sounds: Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn		X		
Write the letter sounds: Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Write the letter for each sound: Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				X
Writing	Q1	Q2	Q3	Q4
Writes first name correctly	X			
Writes first and last name correctly		X		
Writes uppercase letters (reversals accepted) Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn letters(reversals accepted) Aa (short and long), Tt, Cc, Pp, Nn		X		
Writes uppercase letters(reversals accepted) Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Writes uppercase letters(reversals accepted) Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				X
Writes lowercase letters (reversals accepted) Aa (short and long), Mm, Ss, Tt, Cc, Pp, Nn, Pp, Nn		X		
Writes lowercase letters(reversals accepted) Ii (short and long), Ff, Bb, Gg, Rr, Dd, Oo (short and long)			X	
Writes lowercase letters(reversals accepted) Jj, Xx, Ee (short and long) Hh, Kk, Uu (short and long) Ll, Ww, Vv, Zz, Qq, Yy				X
Draw/dictate/write to give information or explain			X	
Draw/dictate/write to state an opinion				X
Draw/dictate/write to tell a story		X		
Language	Q1	Q2	Q3	Q4
Form plural nouns				X
Identify opposites			X	
Use nouns and verbs			X	

Assessment Calendar for the 2019 – 2020 School Year

Here is the district calendar of assessments and test dates that will produce data for the "Success Criteria" that will be tracked and monitored in grades K - 2.

District or State Mandated Assessment	Test Administration Window	Assessment	Participants/Brief Description	Testing Method
State Mandated RTI2 Universal Screener 1*	Sept. 9 - Sept. 20, 2019	Illuminate/ FastBridge	Grades K-8 will participate in skill-based reading and math screener assessments.	Paper and Online
State Mandated RTI2 Universal Screener 1*	Sept. 23 - Oct. 9, 2019	MasteryConnect	Grades K-12 will participate in standards-based assessments aligned with district ELA, math, and science curriculum maps.	Online
District Common Formative Assessment 2	Dec. 2 - 19, 2019	MasteryConnect	Grades K-12 will participate in standards-based assessments aligned with district ELA, math, and science curriculum maps.	Online
State Mandated (RTI2): Universal Screener 2/	Jan. 13 - 31, 2020	Illuminate/ FastBridge/	Grades K-8 will participate in skill-based reading and math screener assessments.	Paper and Online
District Common Formative Assessment 3 and State Mandated (RTI2): Universal Screener 3*	Mar. 2 - 13 & Mar. 23 - 27, 2020	MasteryConnect Illuminate/ Fastbridge	Grades K-12 will participate in standards-based assessments aligned with district ELA, math, and science curriculum maps. Grades K-8 will participate in skill-based reading and math screener assessments.	Paper and Online
District	Apr. 20 - May 8, 2020	TN Grade 2 Assessment	The Tennessee Department of Education provides a 2nd grade test that assesses English language arts and math.	Online

ELA=English Language Arts

Reaching Diverse Learners

Special Education Students (SPED)

Students receive specially designed individualized instruction which may include, but not limited to, direct instruction by a special education teacher, consultation services, audiological services, speech/language services, occupational therapy.

English as a Second Language (ESL)

Students receive specially designed individualized instruction which may include: direct instruction by an ESL teacher, ESL co-teaching within a content area teacher, and specialized ESL support classes for recently arrived English Learners.

Parents Call To Action - Kindergarten

Home Activities

- Read to your child every day. Let him/her choose their favorite book and encourage them to read to you their sight words

- Make stories come alive by using gestures, facial expressions and different voices when reading together

- Have your child describe details from a picture to you (Ex. Instead of "A boy, a dog, a slide" encourage "A boy sliding down a slide at a park and a dog is sleeping by the swings.")

- Discuss what you read together. Each of you share your favorite part, character and try creating a new beginning or ending to the story

- Play word games such as: "Can you find the word "at" on this page and make up songs to go along with the story

- Tell and read riddles and jokes together

- Show your child how to respond to a greeting and how to be part of a group discussion

- Your child can login to i-Ready at home by accessing it through the following website: https://clever.com/in/scs. See "Parent Resource" section for more about i-Ready.

- Match words that rhyme by throwing a ball to your child, saying a word, and having the child say a word that rhymes

- Using sidewalk chalk, say a letter and the child writes the letter

- Share a book with your child and let him/her show you how to follow words in a text

- Read aloud to your child and model tracking the print from left to right

High Frequency Words to Know

By the end of kindergarten, students should be able to read and write approximately 25 high frequency words. Below is a list of 25 high frequency words that you can help your child learn to increase his/her ability to read on grade level.
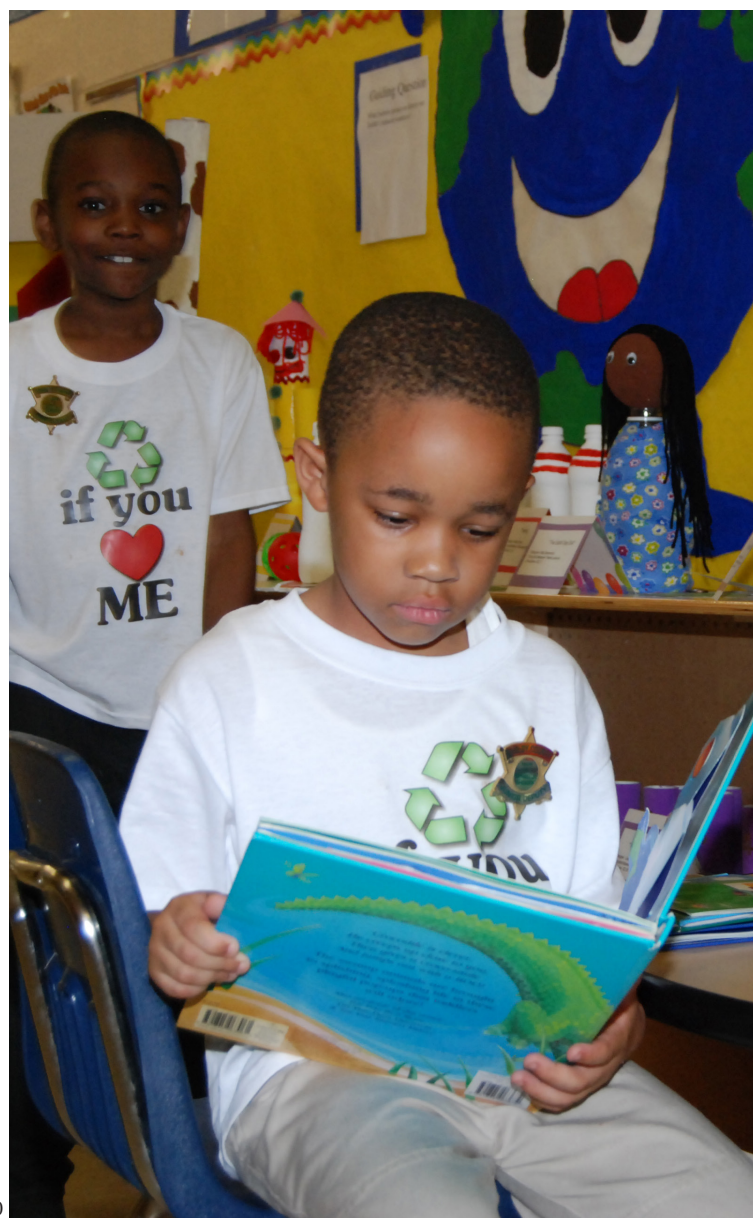
a	to	we	am	up
I	and	my	an	of
in	the	me	at	no
is	like	you	go	so
it	can	see	come	do

Parents Call To Action - First Grade

Home Activities

- Look for books, magazines, or other materials about topics your child likes

- Make stories come alive by using gestures, facial expressions and different voices when reading together

- Access websites that allow your child to read books or articles online

- Read fables to your child and discuss the moral or lesson

- Encourage your child to act out stories from books or television shows. This will promote creativity and imagination, which increases critical thinking skills

- Have your child help write grocery lists or "To Do" lists

- Promote creativity and imagination, which increases critical thinking skills

- Your child can login to i-Ready at home by accessing it through the following website: https://clever.com/in/scs. See "Parent Resource" section for more about i-Ready.

- Write high frequency words on post it notes or index cards and make a word wall in your child's room

- Write labels for objects in the house

- Write sentences for objects in the house and have students check for capitalization, understanding, punctuation and spelling

High Frequency Words to Know

By the end of first grade, students should be able to read and write approximately 100 high frequency words, including words learned in kindergarten. Below is a list of 25 high frequency words that you can help your child learn to increase his/her ability to read on grade level.

all	this	look	they	went
by	will	play	said	for
has	make	here	very	that
into	have	out	was	because
are	with	from	not	away

Parents Call To Action - Second Grade

Home Activities

- Keep a reading journal to record how much time your child spends reading each day

- Have your child list titles of their favorite characters from each story. Include character traits that he/she admires

- Visit local library to checkout new books!

- Use the Internet to compare and contrast images of different types of objects

- Write thank you notes or letters to family members or friends

- Recreate a fable such as "The Lion and the Mouse" or "Cinderella" by using family members as characters and changing the setting or ending

- Your child can login to i-Ready at home by accessing it through the following website: https://clever.com/in/scs. See "Parent Resource" section for more about i-Ready.

- Locate high frequency words in a newspaper or magazine. Write a list of these words and practice spelling the words

- Write a letter to a family member or friend with a greeting and closing. The letter should consist of at least 5 sentences

High Frequency Words to Know

By the end of second grade, students should be able to read and write approximately 200 high frequency words, including words learned in kindergarten and first grade. Below is a list of 25 high frequency words that you can help your child learn to increase his/her ability to read on grade level.

| ask | happy | friend | much | school |
find	good	home	grow	place
down	help	today	every	story
give	live	work	inside	between
want	begin	jump	together	something

Parents Call To Action - Third Grade

Home Activities

- Keep track of the time your child spends reading everyday

- Ask specific questions related to what your child is reading ("Is this girl brave? How do you know?")

- Make books, magazines, and newspapers accessible to your child. Be sure your child sees you reading

- Encourage your child to read aloud to younger siblings, relatives or neighbors

- Discuss current events/news together. Access websites that allow your child to read books or articles online

- Ask your child's opinion and have him/her provide reasons to support that opinion

- Resourceful Links:
  http://magickeys.com/books/,
  https://freechildrenstories.com/,
  http://www.readworks.org/

- Partner read with your child. Take turns reading aloud

- Listen to your child read. If it doesn't sound good (mistakes, choppy reading), have your child read it again. Or read it to your child, and then have your child try to read it independently

- Encourage your child to write and spell notes, e-mails, and letters using what he knows about sounds and letters

- Use computer software or download apps that focuses on developing syllabication such as Vocabulary Spell City
 https://www.spellingcity.com/syllables-segmenting.html
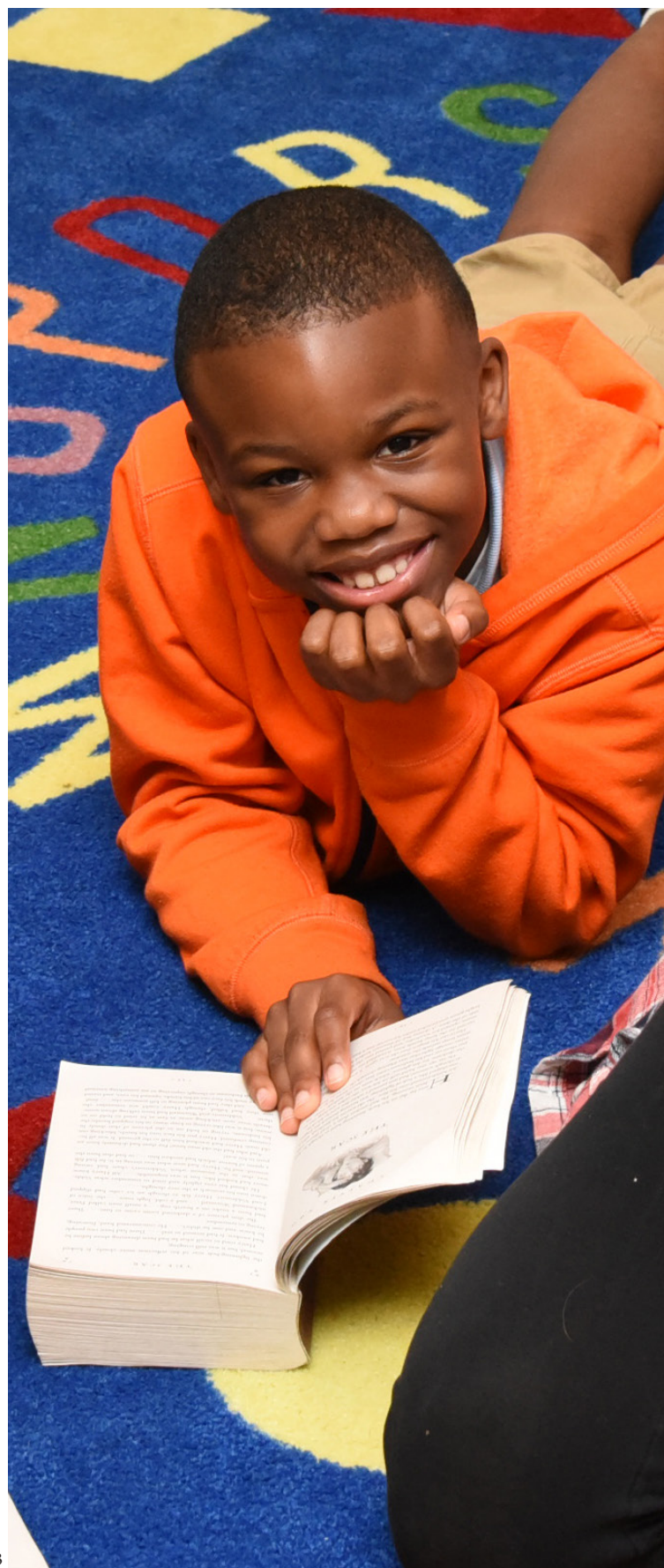
Parent Resources

Using i-Ready Online Math & Reading Instruction at Home

Your child can continue their learning with i-Ready at home! i-Ready provides personalized academic and enrichment activities to meet your student's specific needs. These i-Ready instruction lessons will support students' growth, development and grade-level readiness in Math and Reading.

By working on the prescribed **"My Path"/green button** and **Teacher Assigned/blue button** i-Ready lessons, your child will be addressing individual skill deficits and key grade level skills/standards that will help ensure they stay on a path to proficiency.
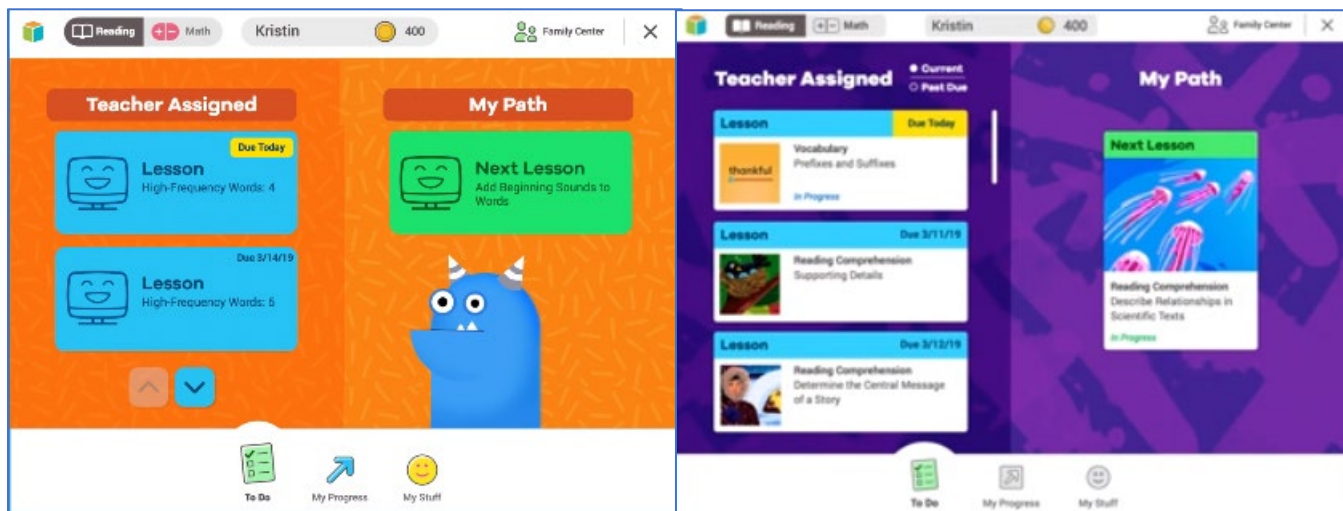
All you need to get started are a computer, internet, and the following:

- Run a **system check** on your computer at: http://www.i-ready.com/support/

- **Website:** https://clever.com/in/scs

- **Student Username:** *6-digit PowerSchool ID (contact your teacher or school if you need this)*

- **Student Password:** *Date of Birth (written MMDDYYYY)*

In support of i-Ready, please monitor your child's usage and provide assistance when necessary. You may check your child's progress by having your student log in and click the ***"My Progress"*** tab (see screenshot below). Here you will be able to see exactly what skills your student has been working on and how he/she is progressing.
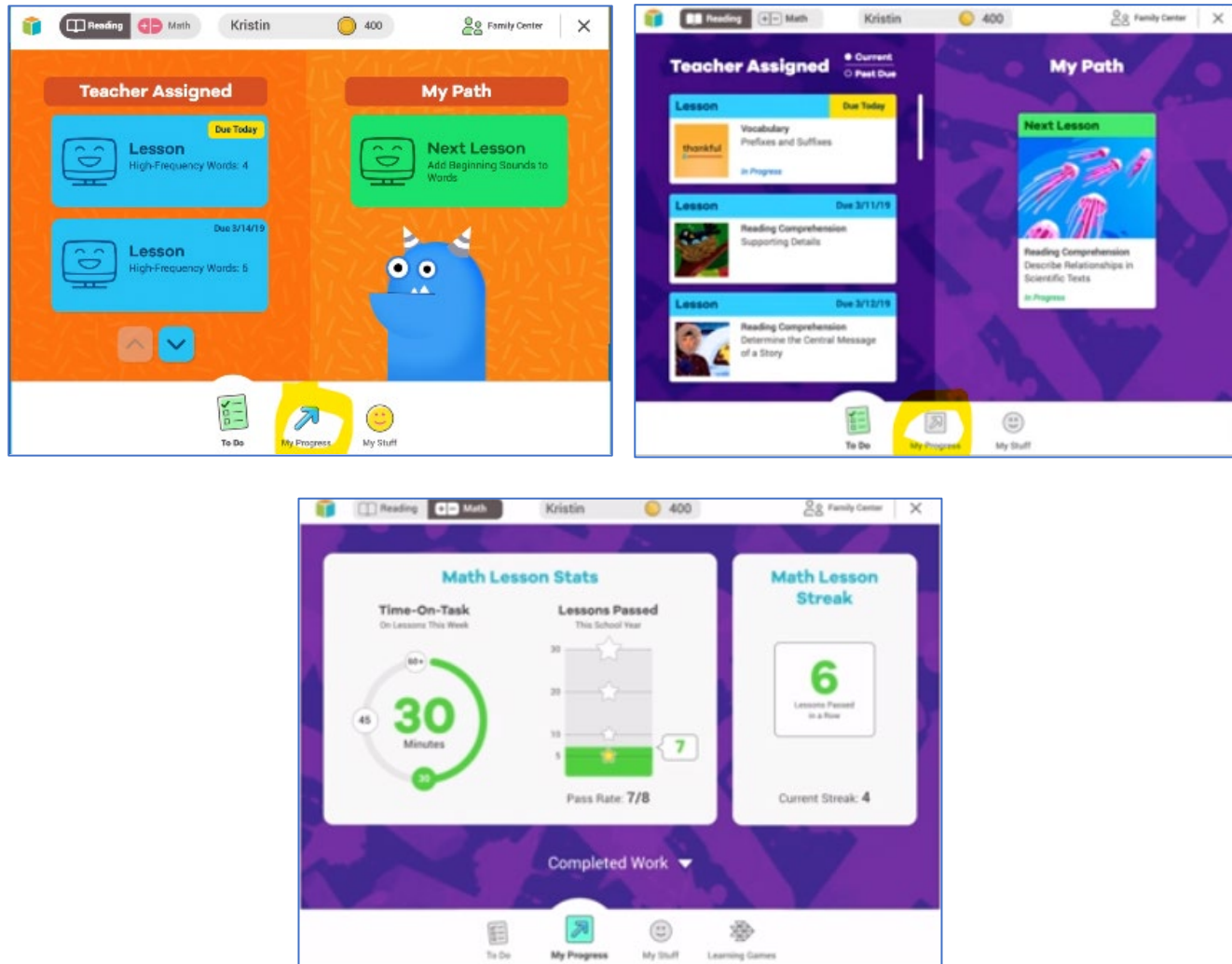
Have further questions about i-Ready or want to know how to best support your child?
  - Check out the new i-Ready Family Center! (URL is - http://i-readycentral.com/familycenter)

Happy Learning!
-The SCS and i-Ready Teams

What Is *i-Ready*?

i-Ready is an online program for reading and/or mathematics that will help your child's teacher(s) determine your child's needs, personalize their learning, and monitor progress throughout the school year. *i-Ready* allows your teacher(s) to meet your child exactly where they are and provides data to increase your child's learning gains. *i-Ready* consists of two parts: Diagnostic and Instruction.

The *i-Ready Diagnostic* is an adaptive assessment that adjusts its questions to suit your child's needs. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions.

i-Ready Instruction provides students with lessons based on their individual skill level and needs, so your child can learn at a pace that is just right for them. These lessons are fun and interactive to keep your child engaged as they learn.

How to Start
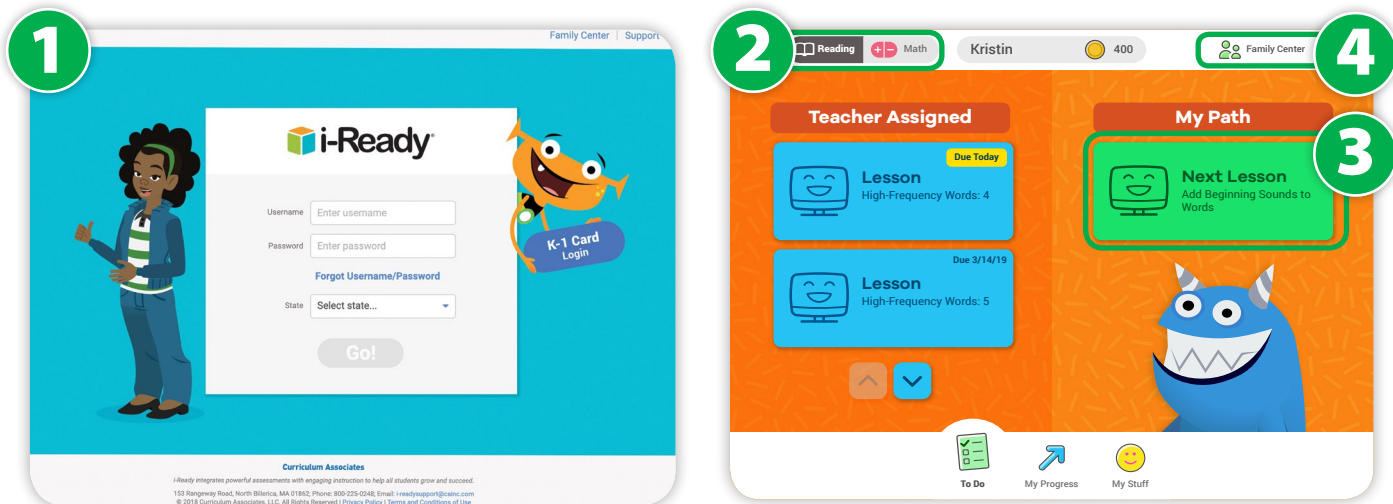
1 **Log in to *i-Ready* on a computer or iPad˚.** Follow these steps.

- Your child should open a web browser.
- Go to i-Ready.com.
- Have your child enter their username and password. If they do not have their username and password, they should ask their teacher for help. (Passwords are case sensitive.)
- Your child should select their state and click Go!

2 **Select subject.** Choose either Reading or Math. If your child is not sure which subject to pick, they should ask their teacher.

3 **My Path:** Click the green Next Lesson button to begin the next lesson in your child's personalized lesson path. (Your child may have Teacher-Assigned Lessons to complete.) If your child only has a green button reading "Math Diagnostic" or "Reading Diagnostic," the Diagnostic assessment is assigned. Your child should **not** work on their assessment at home.

4 **Family Center:** Click on the top right to visit the *i-Ready* Family Center for additional information and answers to FAQs.

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Tips to Support My Child Learning

- **Speak with your child about how using *i-Ready* will help them prepare for class work.** Also explain that *i-Ready* will show teachers where your child is doing well, and which topics need some more review.

- **Encourage your child to take each lesson and quiz question seriously.** Emphasize "thinking before clicking," because just clicking through will not give teachers an accurate report of what your child knows.

- **Encourage your child to use the tools that appear at the bottom of the screen in some lessons.**

- **Help your child identify and become familiar with the different parts of the student dashboard.** For more about the student dashboard, see below.

- **Track and celebrate your child's progress.** (Your child should aim for 45 minutes of *i-Ready Instruction* per subject per week and maintain a range of 30–49 minutes of Online Instruction while passing at least 70 percent of lessons. Your child's school may have varying guidance.)

- **Contact your child's teacher about how often your child should practice at home**, or with any other questions about *i-Ready*.

Discussing *i-Ready* Data with Your Child

1 My Progress: Ask your child to click on My Progress at the bottom of the home page.

  - Consider asking general questions such as, "How is *i-Ready* going?" "What are you learning about?" or "What are you working on?"

2 Lesson Stats: This section shows your child stats about their online lessons.

2a Time-On-Task: Look at the number of minutes your child has spent this week on Online Instruction. Consider asking, "Have you met your goal?"

2b Lessons Passed: Look at the total number of lessons your child has passed this school year. Consider asking, "What is your goal?" or "What are you proud of?"

3 Lesson Streak: See how many lessons your child has passed in a row. Congratulate them and ask about what they are learning.

4 Completed Work: Ask your child to click on Completed Work.
  - You will see lesson names and quiz scores. Consider asking, "What did you learn in ___ lesson?" "What did you enjoy?" "What did you find challenging?" or "How do these lessons relate to your learning goals?"
  - You might also see your child's last Diagnostic score. Consider asking, "What were your strengths?" "What are your areas for growth?" or "What are your goals"?

5 Learning Games: If your child's school has access to Learning Games, which provide mathematics fluency and skills practice, they can click the Learning Games icon on the bottom right. Your child should play games for roughly 20 minutes weekly. Ask your child, "What game are you playing? Why?" "What are you learning about?" or "How does this game relate to your learning goals?"

FAQS

Q1: When will the specific revisions to Policy 5013, relative to the retention of 2nd graders take effect?
Full implementation is the 2021-2022 school year

Q2: How will parents be able to track a student's progress towards achieving the Success Criteria?
Beginning in January 2020, students report cards will begin to show where they are in relation to the Success Criteria. This will provide constant visibility into students progress on all assessments and tests.

Q3: How will parents know if a student has been identified as "At Risk"?
At any time a student does not meet one or more of the identified Success Criteria, an Academic Support Plan should be developed and implemented prior to recommending retention of students.

Q4: How will parents know if a student will be retained?
Parents of second graders considered for retention will be informed by February 1 each school year.

Q5: How can retained students be promoted to third grade?
Second graders who meet the "Success Criteria" in summer school or within the first 45 days of the following year will be promoted.

Q6: Will the district group students in classrooms based on their academic performance to provide more support to those students who may be struggling more?
No. The district does not have a policy around grouping kids within a classroom based on their academic performance. We are committed to creating personalized learning plans for every student based on their individual needs, and not their classroom.

Q7: What is a Lexile score and what should parents know?
Lexile scores inform on a student's reading ability. The Lexile Framework for Reading is a scientific approach that places both the reader and text on the same developmental scale, making it easy to connect your child with books targeted to their reading ability. You can learn more about Lexile scores by visiting https://lexile.com.

Q8: How are paraprofessionals placed and trained to support SCS students?
The Early Literacy department has established training for the paraprofessionals that is aligned to the training of certified classroom teachers. SCS aims to ensure we have highly qualified paraprofessionals in the classroom to support our district priority around early literacy. The Department of Academics has allocated paraprofessionals at every elementary school specifically to support second grade.

Q9: How can parents volunteer to help kids learn how to read?
Parents can contact their child's school directly and they can help get you plugged into volunteer opportunities.