MSCS LITERACY COMMITMENT

PARENT’S GUIDE TO STUDENT SUCCESS

KK-2ND

3RD-5TH
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Introduction

Memphis-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 Literacy Commitment. The Literacy Commitment is a collaborative effort between schools, parents, and community that ensures we all work together to best help MSCS 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.”

All MSCS classroom teachers in kindergarten through third grade will ground teaching in foundational literacy skills, with a phonics-based approach for literacy instruction—a method backed by research as the most effective way to teach reading in early grades.

To support student literacy in the classroom and at home, Memphis-Shelby County Schools will provide tailored reading supports and interventions for each student identified as having a reading deficiency. These tailored supports include notifying parents if students are identified as having a reading deficiency, providing personalized literacy reports after each administered screener, and providing interventions and activities that parents may use at home to support reading proficiency.

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.
- **4x’s more likely** to be arrested.
- **4x’s more likely** to drop out.
- **Unemployment and links to poverty**
- **Struggling 3rd Grade Readers**
- **Link to incarceration rates**
- **Low self-esteem Behavioral issues Grade retention**
- **Literacy permeates ALL areas of life**
- **High School Drop Out**
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
<table>
<thead>
<tr>
<th>Second Grade Milestones</th>
<th>Third Grade Milestones</th>
<th>Student Developmental Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Select, read and comprehend informational texts, stories and poems</td>
<td>• Ask and answer questions to demonstrate understanding of a text by using details and examples from the text</td>
<td>• 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)</td>
</tr>
<tr>
<td>• Ask and answer questions such as who, what, where, when and why</td>
<td>• Identify themes within and across stories</td>
<td>• Recognize grade-appropriate phonemic and morphemic spelling patterns (e.g., eigh—weigh, eight; port—portable, support)</td>
</tr>
<tr>
<td>• Determine the central message, lesson or moral of stories</td>
<td>• Determine the central message of a story and support it with key details from the story</td>
<td>• Demonstrate an understanding of grade-level morphemes, syllable types, and syllabication rules</td>
</tr>
<tr>
<td>• Compare and contrast information from two different parts of a story or informational text</td>
<td>• Read grade-level text with sufficient accuracy, fluency, purpose and understanding</td>
<td></td>
</tr>
<tr>
<td>• Use strategies to determine the meaning of unknown words and what is being read</td>
<td>• Compare and contrast themes, settings, and plots of stories written by the same author</td>
<td></td>
</tr>
<tr>
<td>• Identify the main topic of a paragraph</td>
<td>• Describe characters in a story and connect their actions to the sequence of events</td>
<td></td>
</tr>
<tr>
<td>• Write opinion pieces</td>
<td>• Distinguish own point of view from that of the narrator or characters in a story</td>
<td></td>
</tr>
<tr>
<td>• Revise and edit writing journals with the guidance and support from adults</td>
<td>• Use prior knowledge about phonics and patterns in words to decode new words</td>
<td></td>
</tr>
<tr>
<td>• Use a variety of digital tools to research and write projects</td>
<td>• Write an opinion and include supporting reasons</td>
<td></td>
</tr>
<tr>
<td>• Participate in grade-appropriate discussions using supporting evidence from classroom texts</td>
<td>• State meanings of common prefixes (e.g., un means not in the word unhappy, re means again in the word review, pre means before in the word preview and dis means opposite of in the word disagree)</td>
<td></td>
</tr>
<tr>
<td>• Use knowledge of language and its rules when writing, speaking, reading or listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Write common high frequency words and irregularly spelled words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Monitoring & Supporting Student Success

Throughout the school year, students in kindergarten through 2nd grade will have several opportunities to demonstrate on track or grade level mastery.

### Monitoring & Supporting K-2nd Grade Student Success

**Identifying At-Risk Students (Not used for retention)**

<table>
<thead>
<tr>
<th>Kindergarten ELA Measure</th>
<th>1st Grade ELA Measure</th>
<th>2nd Grade ELA Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Screener Assessment – iReady</td>
<td>Universal Screener Assessment – iReady</td>
<td>Universal Screener Assessment – iReady</td>
</tr>
<tr>
<td><strong>Fall:</strong> 341</td>
<td><strong>Fall:</strong> 403</td>
<td><strong>Fall:</strong> 290</td>
</tr>
<tr>
<td><strong>Winter:</strong> 371</td>
<td><strong>Winter:</strong> 424</td>
<td><strong>Winter:</strong> 355</td>
</tr>
<tr>
<td><em>Spring:</em>* 401</td>
<td><em>Spring:</em>* 454</td>
<td><em>Spring:</em>* 425</td>
</tr>
<tr>
<td>Reading</td>
<td>Q1</td>
<td>Q2</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Identifies front cover</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identifies back cover</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identifies title page</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identifies author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies illustrator</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identifies character</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies plot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundational Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Names 13 uppercase letters in random order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Names 13 lowercase letters in random order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize rhyming words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Names all uppercase letters in random order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Names all lowercase letters in random order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce rhyming words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand syllables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read sight words: I, can, the, we, see, a, like (6 out of 7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my (11 out of 13)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with, he, is, little, she, was, for have, of, they, said, want (22 out of 26)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with, he, is, little, she, was, for have, of, they, said, want, here, me, this, what, help, too, has, play, where, look, good, who, came, does (36 out of 40)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify beginning sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify ending sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify medial sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blend/segment onsets and rimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify letter sounds: Mm, Aa (short and long), Ss, Pp, Tt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify letter sounds: Nn, Cc, Oo (short and long) Dd, Hh,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify letter sounds: Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify letter sounds: Jj, Qu, Yy, Zz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write the letter for each sound: Mm, Aa (short and long), Ss, Pp, Tt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write the letter for each sound: Nn, Cc, Oo (short and long) Dd, Hh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write the letter for each sound: Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Write the letter for each sound: jj, Qu, Yy, Zz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write CVC words from dictation (Blend/Segment Phonemes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes first name correctly</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Writes first and last name correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes uppercase letters: M, A, S, P, T letters (reversals accepted)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes uppercase letters: I, N, C, O, D, H (reversals accepted)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes uppercase letters: J, Q, Y, Z (reversals accepted)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes lowercase letters: m, a, s, p, t (reversals accepted)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes lowercase letters: l, n, c, o, d, h (reversals accepted)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes lowercase letters: e, r, b, l, u, g, w, x, v (reversals accepted)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes lowercase letters: j, q, y, z (reversals accepted)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw/dictate/write to give information or explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw/dictate/write to state an opinion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw/dictate/write to tell a story</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language (Foundational Literacy)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form plural nouns</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identify opposites</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Use Nouns</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Use verbs</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Use Adjectives</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Use pronouns</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Use prepositions when speaking or writing</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identify multiple meanings for familiar words</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recognize sentence structure: capitalization/punctuation</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Use inflections and affixes</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
New Skills Assessed Quarterly

Skills not mastered from previous quarters are retaught and reassessed throughout the school year.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of New Skills to be Assessed</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Number of Assessed Skills from Previous Quarter(s)</td>
<td>12</td>
<td>25</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Total Number of Skills to be Assessed</td>
<td>12</td>
<td>25</td>
<td>39</td>
<td>55</td>
</tr>
</tbody>
</table>
### Assessment Calendar for the 2022 – 2023 School Year

#### MSCS Assessment Calendar 2022-2023

<table>
<thead>
<tr>
<th>District or State Mandated Assessment</th>
<th>Test Administration Window</th>
<th>Assessment</th>
<th>Participants/Brief Description</th>
<th>Parents/Students Informed of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Required</td>
<td>September - December 2022</td>
<td>ASVAB</td>
<td>Reading, math, and science are assessed in 11th graders.</td>
<td>Schools will receive the scores 2-3 weeks after testing and will share with students.</td>
</tr>
<tr>
<td>State Mandated (RTI): Universal Screener*</td>
<td>Aug. 15 - Sept. 2, 2022</td>
<td>I-Ready Characteristics of Dyslexia Written Expression</td>
<td>Grades K-5 will participate in skills-based reading, writing, and math screening assessments. Students in grades 6-8 will complete the reading and math I-Ready Diagnostics.</td>
<td>Results will be available immediately after the assessment is completed and can be shared with parents by teachers. Results are also included on student report cards for grades K-2.</td>
</tr>
<tr>
<td>District</td>
<td>Aug. 22 - Sept. 2, 2022</td>
<td>Imagine</td>
<td>All students in grades 9-10 will participate in the Imagine reading and math diagnostic assessments. Students in grades 11-12 who are receiving RTI intervention are also expected to complete the Imagine reading and math diagnostic assessments.</td>
<td>Results will be available immediately after the assessment is completed and can be shared with parents by teachers.</td>
</tr>
<tr>
<td>District</td>
<td>Sep. 19 - Oct. 7, 2022</td>
<td>MasteryConnect</td>
<td>Grades K-8 and HS students enrolled in EOC-tested courses will take standards-based assessments in ELA, math, and science.</td>
<td>Students can see results immediately after taking the tests. Teachers can also share results with parents, and results will be included on student report cards.</td>
</tr>
<tr>
<td>State Mandated</td>
<td>Oct. 4, 2022</td>
<td>ACT - Grade 12</td>
<td>Seniors will take the ACT at their high school during the regular school day.</td>
<td>Students receive ACT results 3-8 weeks after testing at MyACT.org.</td>
</tr>
<tr>
<td>State Mandated</td>
<td>Oct. 4-7 OR Oct. 18-21 &amp; 24-28 OR Nov. 1-4 &amp; 7, 2022</td>
<td>ACT with Accommodations - Seniors</td>
<td>Seniors who are eligible for ACT-approved accommodations will take the ACT during the accommodations window.</td>
<td>Students receive results 3-8 weeks after testing at MyACT.org.</td>
</tr>
<tr>
<td>District</td>
<td>Oct. 4, 2022 Make-up Days: Oct. 5-7</td>
<td>PSAT 9th Grade</td>
<td>All 9th grade students will participate in the PSAT 8/9. PSAT 8/9 scores will be available about two months after testing.</td>
<td>Students should receive scores via mail in December.</td>
</tr>
<tr>
<td>Not Required</td>
<td>Oct. 15 or Oct. 25, 2022</td>
<td>PSAT 11th Grade</td>
<td>11th grade students may participate in this assessment. Pre-registration is necessary.</td>
<td>Students receive results 3-8 weeks after testing at MyACT.org.</td>
</tr>
<tr>
<td>State Mandated</td>
<td>Oct. 18 or Nov. 1, 2022</td>
<td>ACT Make-up - Seniors</td>
<td>Seniors who did not test on Oct. 4 may be tested at their high school during the regular school day.</td>
<td>Students receive results 3-8 weeks after testing at MyACT.org.</td>
</tr>
<tr>
<td>District</td>
<td>Oct. 25, 2022 Make-up Days: Oct. 26-28</td>
<td>PSAT 8th Grade</td>
<td>All 8th grade students will participate in the PSAT 8/9. PSAT 8/9 scores will be available about two months after testing.</td>
<td></td>
</tr>
<tr>
<td>District or State Mandated Assessment</td>
<td>Test Administration Window</td>
<td>Assessment</td>
<td>Participants/Brief Description</td>
<td>Parents/Students Informed of Results</td>
</tr>
<tr>
<td>-------------------------------------</td>
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</tr>
<tr>
<td>State Mandated (High School Block Schedule Only)</td>
<td>Nov. 28 - Dec. 15, 2022</td>
<td>TCAP End of Course: Fall Block Only</td>
<td>Only students scheduled to complete English I or II, Algebra I or II, Geometry, Biology, or U.S. History in December will take these assessments. EOC tests will be online.</td>
<td>Individual Student Reports are expected to be available in February.</td>
</tr>
<tr>
<td>District</td>
<td>Nov. 28 - Dec. 16, 2022</td>
<td>MasteryConnect</td>
<td>Grades K-8 and HS students enrolled in EOC-tested courses will take standards-based assessments in ELA, math, and science.</td>
<td>Students can see results immediately after taking the tests. Teachers can also share results with parents, and results will be included on student report cards.</td>
</tr>
<tr>
<td>District</td>
<td>Jan. 3-13, 2023</td>
<td>Imagine</td>
<td>High school students with active Tier II or III intervention plans are expected to complete the Imagine reading and math diagnostic assessments.</td>
<td>Results will be available immediately after the assessment is completed and can be shared with parents by teachers.</td>
</tr>
<tr>
<td>State Mandated (RTI²): Universal Screener 2</td>
<td>Jan. 3-20, 2023</td>
<td>I-Ready Characteristics of Dyslexia Written Expression</td>
<td>Grades K-5 will participate in skills-based reading, writing, and math screening assessments. Students in grades 6-8 will complete the reading and math I-Ready Diagnostics.</td>
<td>Results will be available immediately after the assessment is completed and can be shared with parents by teachers. Results are also included on student report cards for grades K-2.</td>
</tr>
<tr>
<td>State Mandated</td>
<td>Feb. 13 - Apr. 3, 2023</td>
<td>WIDA ACCESS for Els</td>
<td>All English language learners in K-12 are assessed in reading, math, science, and social studies.</td>
<td>Printed reports are expected to be available in June and will be distributed to parents at the beginning of the next school year.</td>
</tr>
<tr>
<td>District</td>
<td>Feb. 27 - March 24, 2023</td>
<td>MasteryConnect</td>
<td>Grades K-8 and HS students enrolled in EOC-tested courses will take standards-based assessments in ELA, math, and science.</td>
<td>Students can see results immediately after taking the tests. Teachers can also share results with parents, and results will be included on student report cards.</td>
</tr>
<tr>
<td>State Mandated</td>
<td>Mar. 7, 2023</td>
<td>ACT</td>
<td>ACT for 11th grade students</td>
<td>Students receive results 3-8 weeks after testing at MyACT.org.</td>
</tr>
<tr>
<td>State Mandated</td>
<td>Mar. 7-10 OR Mar. 21-24 &amp; Mar. 27-31, OR Apr. 4-7 &amp; April 10-14, 2023</td>
<td>ACT with Accommodations</td>
<td>11th graders who are eligible for ACT-approved accommodations will take the ACT during one of the accommodations windows.</td>
<td>Students receive results 3-8 weeks after testing at MyACT.org.</td>
</tr>
<tr>
<td>State Mandated</td>
<td>Mar. 20 - Apr. 28, 2023</td>
<td>TCAP Alternate Assessments</td>
<td>Some students in grades 3-11 with significant cognitive disabilities take the alternate assessments in English language arts and math (MSAA), and science and social studies (TCAP ALT) instead of the regular TCAP assessments.</td>
<td>Parents should be able to access scores by June in the TDoe Family Portal: <a href="https://familyreport.tn.gov/login">https://familyreport.tn.gov/login</a></td>
</tr>
</tbody>
</table>
## MSCS Assessment Calendar 2022-2023

<table>
<thead>
<tr>
<th>District or State Mandated Assessment</th>
<th>Test Administration Window</th>
<th>Assessment</th>
<th>Participants/Brief Description</th>
<th>Parents/Students Informed of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>Mar. 20 - Apr. 28, 2023</td>
<td>Grade 2 TCAP ALT Assessment</td>
<td>The Tennessee Department of Education provides a 2nd grade alternate test for students with significant cognitive disabilities.</td>
<td>Parents should be able to access scores by June in the TDoe Family Portal: <a href="https://familyreport.tn.gov/login">https://familyreport.tn.gov/login</a></td>
</tr>
<tr>
<td>State Mandated (RTI2)†; Universal Screener*</td>
<td>Mar. 20 - 31 (Grades 4-12) апр. 25 - Май 12 (Grades K-3)</td>
<td>i-Ready Characteristics of Dyslexia Written Expression</td>
<td>Grades K-8 will participate in skills-based reading, writing, and math screening assessments. Students in grades 9-12 identified by the Early Warning System will participate in reading, writing, and math benchmark assessments.</td>
<td>Results will be available immediately after the assessment is completed and can be shared with parents by teachers. Results are also included on student report cards for grades K-2.</td>
</tr>
<tr>
<td>State Mandated</td>
<td>Mar. 21 or Apr. 4, 2023</td>
<td>ACT Make-up</td>
<td>ACT make-up days for 11th grade students</td>
<td>Students receive results 3-8 weeks after testing at MyACT.org.</td>
</tr>
<tr>
<td>State Mandated</td>
<td>April 17 - May 2, 2023</td>
<td>TCAP Grades 3-5</td>
<td>Students in grades 3-5 will take state-mandated assessments in English language arts, math, and science.</td>
<td>Parents should be able to access scores by June in the TDoe Family Portal: <a href="https://familyreport.tn.gov/login">https://familyreport.tn.gov/login</a></td>
</tr>
<tr>
<td>State Mandated</td>
<td>Apr. 17 - May 5, 2023</td>
<td>TCAP Grades 6-8</td>
<td>Students in grades 6-8 will take state-mandated assessments in English language arts, math, science, and social studies online.</td>
<td>Parents should be able to access scores by June in the TDoe Family Portal: <a href="https://familyreport.tn.gov/login">https://familyreport.tn.gov/login</a></td>
</tr>
<tr>
<td>State Mandated</td>
<td>Apr. 17 - May 5, 2023</td>
<td>TCAP End of Course</td>
<td>Students scheduled to complete English I or II, Algebra I or II, Geometry, U.S. History, or Biology will take these assessments online.</td>
<td>Parents should be able to access scores by June in the TDoe Family Portal: <a href="https://familyreport.tn.gov/login">https://familyreport.tn.gov/login</a></td>
</tr>
<tr>
<td>District</td>
<td>Apr. 17 - May 2, 2023</td>
<td>TCAP Grade 2 Assessment</td>
<td>The Tennessee Department of Education provides a 2nd grade TCAP test that assesses English language arts and math.</td>
<td>Parents should be able to access scores by June in the TDoe Family Portal: <a href="https://familyreport.tn.gov/login">https://familyreport.tn.gov/login</a></td>
</tr>
<tr>
<td>State Mandated</td>
<td>Apr. 18, 20, 25, 27; Май 2, 4, 5, 2023</td>
<td>State-Wide Dual Credit Challenge Exams</td>
<td>Challenge exams are required for students participating in state-wide dual credit courses.</td>
<td>Student scores will be in our local student information system and can be shared with students and placed on students' transcripts in late May or June.</td>
</tr>
<tr>
<td>District</td>
<td>May 1 - 19, 2023</td>
<td>Advanced Placement</td>
<td>Students enrolled in AP classes will take AP exams.</td>
<td>Results can be accessed by students on the College Board student site in July.</td>
</tr>
</tbody>
</table>

*Charter schools must participate in state mandated assessments. In the case of state mandated RTI2 assessments, although charter schools must participate in the RTI2 process, they are not required to use the same RTI2 assessments as the district. Charters are not required to participate in assessments that are mandated by the district but not the state.
Reaching Diverse Learners

Students with Disabilities

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. Exceptional Children & Health Services (scsk12.org)

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. ESL (scsk12.org)
Parents Call To Action - Kindergarten

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
- is
- the
- me
- at
- no
- it
- like
- you
- go
- so
- can
- see
- come
- do

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.
Parents Call To Action - First Grade

<table>
<thead>
<tr>
<th>High Frequency Words to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>all</td>
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<tr>
<td>by</td>
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<td>has</td>
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<td>into</td>
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<td>are</td>
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</tbody>
</table>

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
Parents Call To Action - Second Grade

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
- find
- down
- give
- want
- happy
- good
- help
- live
- begin
- jump
- much
- grow
- every
- inside
- together
- school
- place
- story
- between
- something

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
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 MSCS 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.
**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?”
### PRE-KINDERGARTEN

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<thead>
<tr>
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### KINDERGARTEN

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### FIRST GRADE

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<td>his</td>
<td>once</td>
<td>them</td>
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### SECOND GRADE
- always
- around
- because
- been
- before
- best
- both
- buy
- call
- cold
- does
- don’t
- fast
- first
- five
- found
- gave
- goes
- green
- its
- made
- many
- off
- or
- pull
- read
- right
- sing
- sit
- sleep
- tell
- their
- these
- those
- upon
- us
- use
- very
- wash
- which
- why
- wish
- work
- would
- write
- your

### THIRD GRADE
- about
- better
- bring
- carry
- clean
- cut
- done
- draw
- drink
- eight
- fall
- far
- full
- got
- grow
- hold
- hot
- hurt
- if
- keep
- kind
- laugh
- light
- long
- much
- myself
- never
- only
- own
- pick
- seven
- shall
- show
- six
- small
- start
- ten
- today
- together
- try
- warm

### NOUNS
- apple
- baby
- back
- ball
- bear
- bed
- bell
- bird
- birthday
- boat
- box
- boy
- bread
- brother
- cake
- car
- cat
- chair
- chicken
- children
- Christmas
- coat
- corn
- cow
- day
- dog
- doll
- door
- duck
- egg
- eye
- farm
- farmer
- father
- fire
- fish
- floor
- flower
- game
- garden
- girl
- goodbye
- grass
- ground
- hand
- head
- hill
- home
- horse
- house
- kitty
- leg
- letter
- man
- men
- milk
- money
- morning
- mother
- name
- nest
- night
- paper
- party
- picture
- pig
- rabbit
- rain
- ring
- robin
- Santa Claus
- school
- seed
- sheep
- shoe
- sister
- snow
- song
- squirrel
- stick
- street
- sun
- table
- thing
- time
- top
- toy
- tree
- watch
- water
- way
- wind
- window
- wood
### 1st 100 WORDS

<table>
<thead>
<tr>
<th>Word</th>
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### 2nd 100 WORDS

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<td>means</td>
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<td>through</td>
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<td>say</td>
<td>us</td>
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<td>here</td>
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<td>went</td>
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<td>kind</td>
<td>new</td>
<td>small</td>
<td>where</td>
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<td>know</td>
<td>off</td>
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<td>why</td>
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<td>land</td>
<td>old</td>
<td>spell</td>
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<td>only</td>
<td>still</td>
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### 3rd 100 Words

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<td>high</td>
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<td>soon</td>
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<tr>
<td>almost</td>
<td>enough</td>
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<td>night</td>
<td>start</td>
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<td>often</td>
<td>state</td>
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<td>always</td>
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<td>Indian</td>
<td>once</td>
<td>stop</td>
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<td>began</td>
<td>eyes</td>
<td>it’s</td>
<td>open</td>
<td>story</td>
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<td>begin</td>
<td>face</td>
<td>keep</td>
<td>own</td>
<td>talk</td>
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<td>far</td>
<td>late</td>
<td>plant</td>
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<td>father</td>
<td>leave</td>
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<td>together</td>
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<td>feet</td>
<td>left</td>
<td>river</td>
<td>took</td>
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<td>both</td>
<td>few</td>
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<td>run</td>
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<td>food</td>
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<td>saw</td>
<td>under</td>
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<td>four</td>
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<td>might</td>
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<td>mile</td>
<td>seem</td>
<td>while</td>
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<tr>
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<td>miss</td>
<td>side</td>
<td>white</td>
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<td>hard</td>
<td>mountains</td>
<td>something</td>
<td>without</td>
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<td>head</td>
<td>near</td>
<td>sometimes</td>
<td>young</td>
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### 4th 100 Words

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<th>problem</th>
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<td>i’ll</td>
<td>products</td>
<td>sure</td>
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<tr>
<td>area</td>
<td>ever</td>
<td>king</td>
<td>pulled</td>
<td>table</td>
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<tr>
<td>become</td>
<td>fall</td>
<td>knew</td>
<td>questions</td>
<td>today</td>
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<td>best</td>
<td>farm</td>
<td>listen</td>
<td>reached</td>
<td>told</td>
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<tr>
<td>better</td>
<td>fast</td>
<td>low</td>
<td>red</td>
<td>top</td>
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<tr>
<td>birds</td>
<td>field</td>
<td>map</td>
<td>remember</td>
<td>toward</td>
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<td>black</td>
<td>figure</td>
<td>mark</td>
<td>rock</td>
<td>town</td>
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<tr>
<td>body</td>
<td>fire</td>
<td>measure</td>
<td>room</td>
<td>travel</td>
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<td>complete</td>
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<td>north</td>
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<td>covered</td>
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<tr>
<td>cried</td>
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<td>vowel</td>
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<tr>
<td>didn’t</td>
<td>himself</td>
<td>order</td>
<td>slowly</td>
<td>war</td>
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<td>dog</td>
<td>hold</td>
<td>passed</td>
<td>space</td>
<td>waves</td>
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<td>door</td>
<td>horse</td>
<td>pattern</td>
<td>south</td>
<td>whole</td>
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<tr>
<td>draw</td>
<td>hours</td>
<td>piece</td>
<td>stand</td>
<td>wind</td>
</tr>
<tr>
<td>during</td>
<td>however</td>
<td>plan</td>
<td>step</td>
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</table>
### 5th 100 Words

- able
- ago
- am
- among
- ball
- base
- became
- behind
- boat
- box
- bring
- brought
- building
- built
- cannot
- carefully
- check
- circle
- class
- clear
- common
- contain
- correct
- course
- dark
- decided
- deep
- done
- dry
- English
- equation
- explain
- fact
- feel
- filled
- finally
- fine
- fly
- force
- front
- full
- game
- gave
- government
- green
- half
- heat
- heavy
- hot
- inches
- include
- inside
- island
- known
- language
- less
- machine
- material
- minutes
- note
- nothing
- noun
- object
- ocean
- oh
- pair
- person
- plane
- power
- produce
- quickly
- ran
- rest
- road
- round
- rule
- scientists
- shape
- shown
- six
- size
- special
- stars
- stay
- stood
- street
- strong
- surface
- system
- ten
- though
- thousands
- understand
- verb
- wait
- warm
- week
- wheels
- yes
- yet

### 6th 100 Words

- anything
- arms
- beautiful
- believe
- beside
- bill
- blue
- brother
- can’t
- cause
- cells
- center
- clothes
- dance
- describe
- developed
- difference
- direction
- discovered
- distance
- divided
- drive
- drop
- edge
- eggs
- energy
- Europe
- exercise
- farmers
- felt
- finished
- flowers
- forest
- general
- gone
- grass
- happy
- heart
- held
- instruments
- interest
- job
- kept
- lay
- legs
- length
- love
- main
- matter
- meet
- members
- million
- mind
- months
- moon
- paint
- paragraph
- past
- perhaps
- picked
- present
- probably
- race
- rain
- raised
- ready
- reason
- record
- region
- represent
- return
- root
- sat
- shall
- sign
- simple
- site
- sky
- soft
- square
- store
- subject
- suddenly
- sum
- summer
- syllables
- teacher
- test
- third
- train
- wall
- weather
- west
- whether
- wide
- wild
- window
- winter
- wish
- written
FAQS

Q1: What’s changed from the Third Grade Commitment to the Literacy Commitment?  
Second-grade students will no longer be held to retention based on success criteria points outlined by Memphis-Shelby County Schools. The updated state law expands the literacy scope to focus on students in third through fifth grade.

Q2: How will students’ reading readiness be monitored for the 2022-23 school year?  
Students’ reading readiness will be monitored by the district’s universal screener, i-Ready.

Q3: How will parents know if a student has been identified as “At Risk”?  
At any time a student is below the designated Lexile level outlined on page six (6), an Academic Support Plan will be developed and implemented by the teacher before recommending additional action.

Q4: How will parents know if a student will be retained?  
We’ll be contacting parents as early as December if their child may be recommended for Summer Learning Academy. Parents of third and fourth graders considered for retention will be informed by February 1 each school year. You can learn more about the grading protocols by viewing Curriculum & Instruction (scsk12.org).

Q5: How will parents be informed about their child’s reading readiness throughout the school year?  
Parents will receive notice of their child’s reading readiness through school meetings, parent-teacher conferences, report cards, and Academic Support Plan Parent Letters.

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 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 specialized educational assistants (paraprofessionals) placed and trained to support MSCS students?  
The Early Literacy department has established training for specialized educational assistants (paraprofessionals) that is aligned to the training of certified classroom teachers. MSCS 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. Additionally, parents can utilize the at Home Activities outlined in the Parents’ Guide to Success.

Q10: When will the specific revisions to Policy 5013 be relative to the retention of third graders?  
Implementation is now 2022-23.

Q11: Who will be promoted to fourth grade?  
Third-grade students who meet the requirements outlined by the state law will be promoted to fourth grade.
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