3RD GRADE

DISTRICT SCHOOL SUPPORT + FAMILY & COMMUNITY SUPPORT = IMPROVED LITERACY OUTCOMES & 3RD GRADE READINESS

COMMITMENT

PARENTS' GUIDE TO STUDENT SUCCESS

RE IMAGINING 901

SHELBY COUNTY SCHOOLS

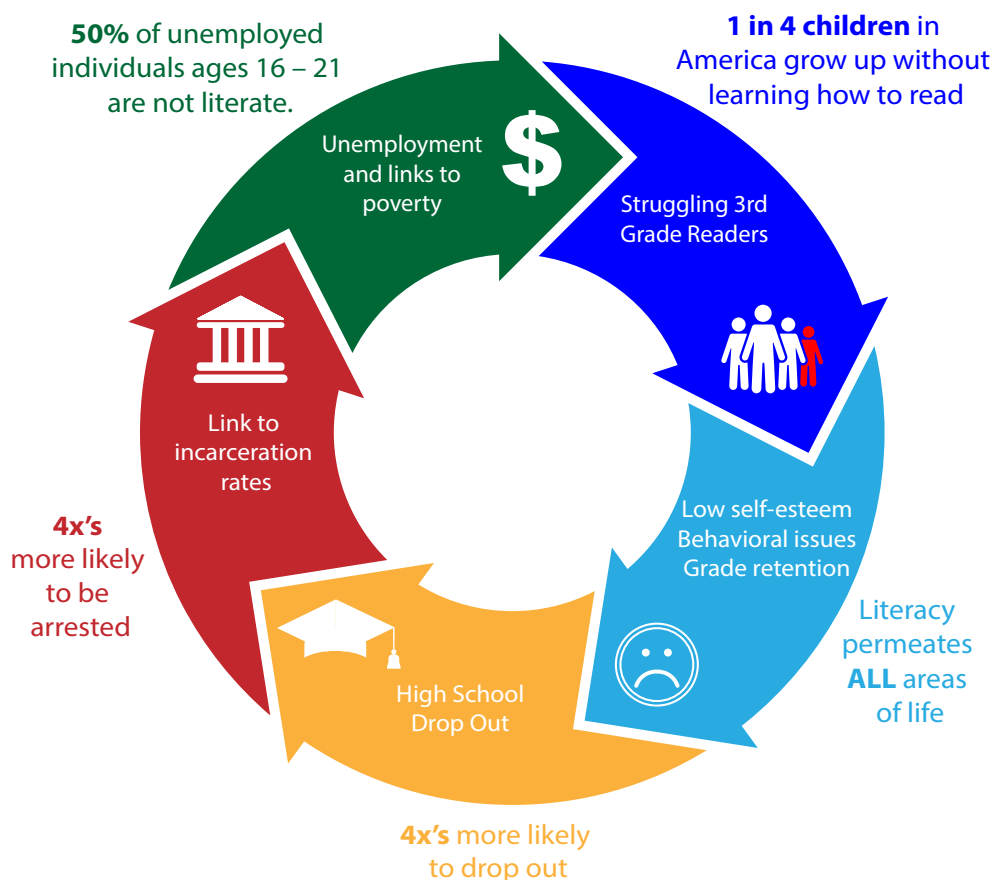# Table of Contents

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."

All SCS 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, 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.

If students are not proficient readers by the time they reach the third grade, they will not only start third grade behind, research shows that students will get further and further behind as time goes on.

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

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Struggling 3rd Grade Readers

Link to incarceration rates

4x's more likely to be arrested

Low self-esteem Behavioral issues Grade retention

Literacy permeates ALL areas of life

High School Drop Out

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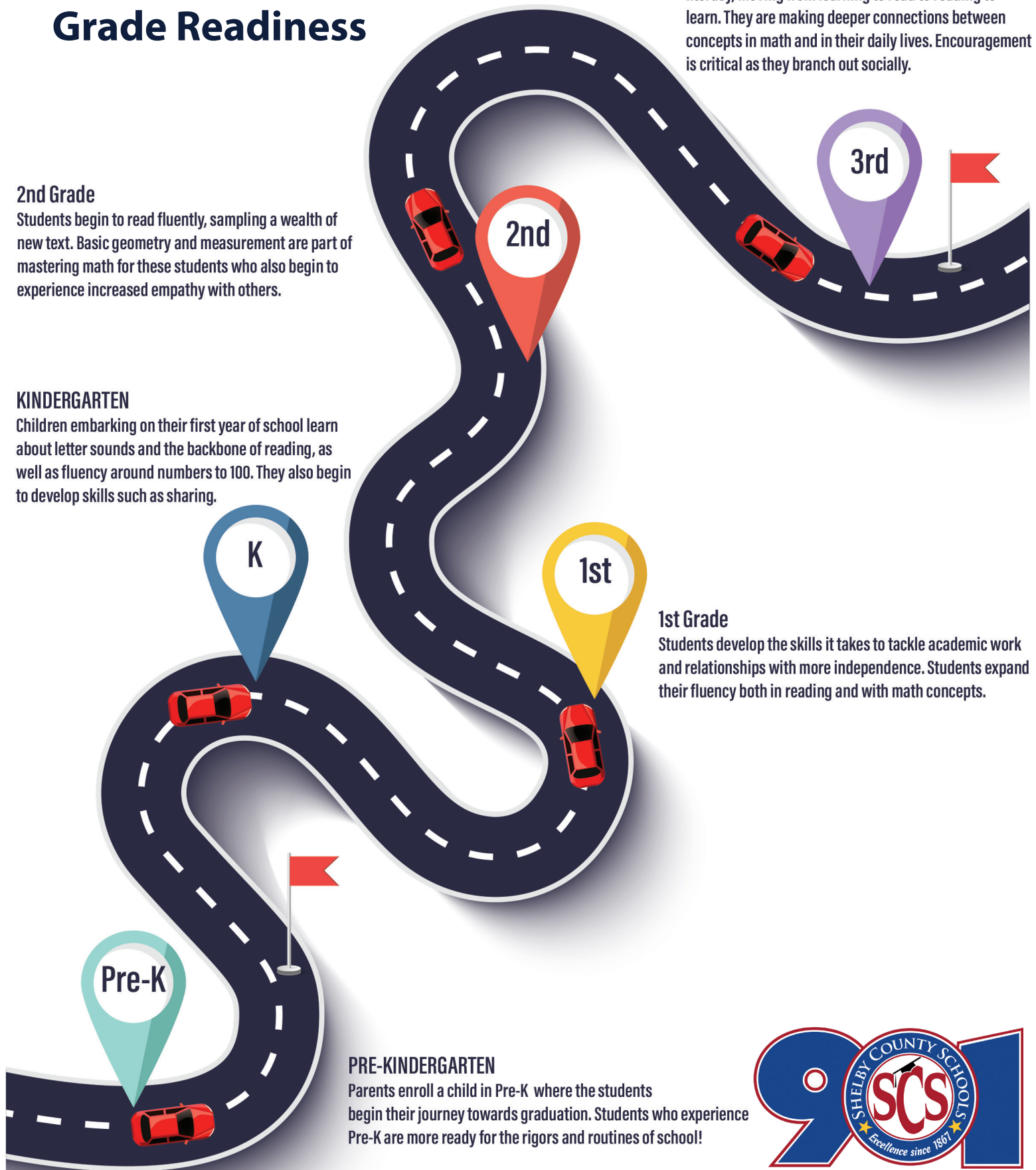
2nd Grade
Students begin to read fluently, sampling a wealth of new text. Basic geometry and measurement are part of mastering math for these students who also begin to experience increased empathy with others.

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.

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-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., 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)

- 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
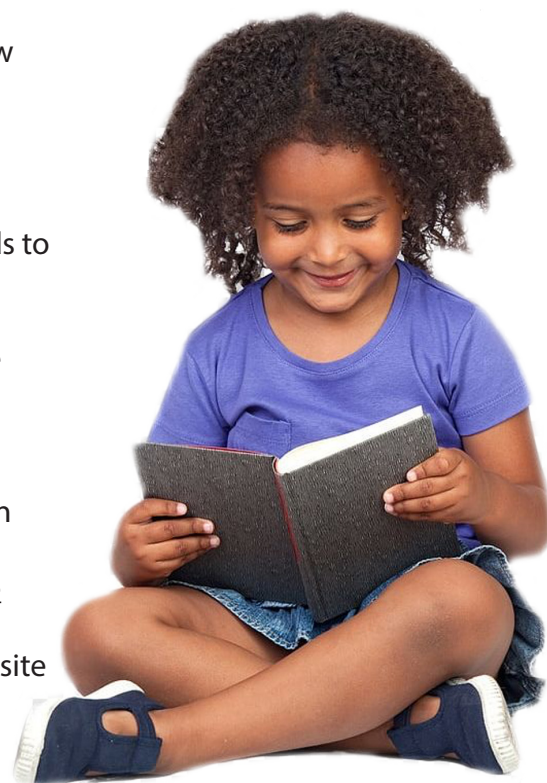
Tracking Success

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: 12 Skills Master 80% of Skills from Quarter 1 and Quarter 2: 25 Skills Master 80% of Skills from Quarter 1 through Quarter 3: 39 Skills Master 80% of Skills from Quarter 1 through Quarter 4: 55 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   *for grades K and 1

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

2021-2022 ELA Kindergarten Report Card Skills per Quarter

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	**1**	**2**	**3**	**4**
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, can, the, we, see, a, like (6 out of 7)	X			
Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my (11 out of 13)		X		
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)			X	
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)				X
Identify beginning sounds		X		
Identify ending sounds			X	
Identify medial sounds				X
Blend/segment onsets and rimes			X	
Identify letter sounds: Mm, Aa (short and long), Ss, Pp, Tt	X			
Identify letter sounds: Ii (short and long), Nn, Cc, Oo (short and long) Dd, Hh,		X		
Identify letter sounds: Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv			X	
Identify letter sounds: jj, Qu, Yy, Zz				X
Write the letter for each sound: Mm, Aa (short and long), Ss, Pp, Tt	X			
Write the letter for each sound: Ii (short and long), Nn, Cc, Oo (short and long) Dd, Hh		X		
Write the letter for each sound: Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv			X	

Write the letter for each sound: jj, Qu, Yy, Zz				X
Write CVC words from dictation (Blend/Segment Phonemes)				X
Writing	**1**	**2**	**3**	**4**
Writes first name correctly	X			
Writes first and last name correctly		X		
Writes uppercase letters: M, A, S, P, T letters (reversals accepted)	X			
Writes uppercase letters: I, N, C, O, D, H (reversals accepted)		X		
Writes uppercase letters: E, F, R, B, L, K, U, G, W, X, V (reversals accepted)			X	
Writes uppercase letters: J, Q, Y, Z (reversals accepted)				X
Writes lowercase letters: m, a , s, p, t (reversals accepted)	X			
Writes lowercase letters: I, n, c, o, d, h (reversals accepted)		X		
Writes lowercase letters: e, f, r, b, l, k, u, g, w, x, v (reversals accepted)			X	
Writes lowercase letters: j, q, y, z (reversals accepted)				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 (Foundational Literacy)	**1**	**2**	**3**	**4**
Form plural nouns			X	
Identify opposites				X
Use Nouns	X			
Use verbs			X	
Use Adjectives				X
Use pronouns				X
Use prepositions when speaking or writing				X
Identify multiple meanings for familiar words			X	
Recognize sentence structure: capitalization/punctuation		X		
Use inflections and affixes				X

New Skills Assessed Quarterly

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

Quarter	Q1	Q2	Q3	Q4
Number of New Skills to be Assessed	12	13	14	16
Number of Assessed Skills from Previous Quarter(s)		12	25	39
Total Number of Skills to be Assessed	12	25	39	55

Assessment Calendar for the 2021 – 2022 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	Parents/Students Informed of Results
Not Required	September - December 2021	ASVAB	Reading, math, and science are assessed in 11th graders.	Schools will receive the scores 2-3 weeks after testing and will share with students.
District	Aug. 9 - 27, 2021	Edgenuity	All students in grades 9-10 will participate in the Edgenuity reading and math placement exam. Students in grades 11-12 who are receiving RTI^2 intervention, will also participate in the Edgenuity placement exam.	Results will be available immediately after the assessment is completed and can be shared with parents by teachers.
District	Aug. 9 - 27, 2021	i-Ready	All students in grades K-8 will participate in the i-Ready reading and math diagnostic.	Results will be available immediately after the assessment is completed and can be shared with parents by teachers.
State Mandated (RTI^2): Universal Screener*	Aug. 30 - Sep. 17, 2021	Illuminate FastBridge	Grades K-5 will participate in skills-based reading and math screening assessments.	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-5.
District	Sep. 20 - Oct. 8, 2021	MasteryConnect	Grades K-8 and HS students enrolled in EOC-tested courses will take standards-based assessments in ELA, math, and science.	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.
State Mandated: ACT; District: Naviance	Oct. 5, 2021; Make-up if needed with same version on Oct. 6 or Oct. 7	ACT- Grade 12; Naviance ACT Diagnostic - Grades 9-11	Seniors will take the ACT at their high school during the regular school day. Students in grades 9-11 will take the Naviance ACT Diagnostic the same day.	Students receive ACT results 3-8 weeks after testing at MyACT.org and via paper report through mail. Naviance ACT Diagnostic results are available on the Naviance site.
State Mandated	Oct. 5-8 OR Oct. 19-22 & 25 OR Nov. 2-5 & 8, 2021	ACT with Accommodations Seniors	Seniors who are eligible for ACT-approved accommodations will take the ACT during the accommodations window.	Students receive results 3-8 weeks after testing at MyACT.org and via paper report through mail.
Not Required	Oct. 16 or Oct. 26, 2021	PSAT 11th Grade	11th grade students may participate in this assessment. Pre-registration is necessary.	Students should receive scores via mail in December.
State Mandated	Oct. 19-21 or Nov. 2-4, 2021	ACT Make-up - Seniors	Seniors who did not test on Oct. 5-7 may be tested at their high school during the regular school day.	Students receive results 3-8 weeks after testing at MyACT.org and via paper report through mail.
District	Oct. 26, 2021 Make-up Days: Oct. 27-29	PSAT 8th and 9th Grade	All 8th and 9th grade students will participate in the PSAT 8/9.	PSAT 8/9 scores will be available about two months after testing.
State Mandated (High School Block Schedule Only)	Nov. 29 - Dec. 16, 2021	TCAP End of Course: Fall Block Only	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.	Individual Student Reports are expected to be available in February.
District	Nov. 29 - Dec. 17, 2021	MasteryConnect	Grades K-8 and HS students enrolled in EOC-tested courses will take standards-based assessments in ELA, math, and science.	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.
State Mandated (RTI^2): Written Expression Screening	Nov. 29-Dec. 17, 2021	Written Expression Screening	Grades 1-8 will participate in written expression screening assessments.	Results will be available immediately after the assessment is completed and can be shared with parents by teachers.
District	Jan. 3-14, 2022	i-Ready	All students in grades K-8 will participate in the i-Ready reading and math diagnostic.	Results will be available immediately after the assessment is completed and can be shared with parents by teachers.
State Mandated (RTI^2): Universal Screener 2	Jan. 3-21, 2022	Illuminate FastBridge	Grades K-5 will participate in skills-based reading and math screening assessments.	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-5.
State Mandated	Jan. 24 - Mar. 15, 2022	NAEP	Selected schools will participate in 4th and 8th grade reading and math assessments.	NAEP does not provide student-level results, only district and state level results that are released the following fall.
State Mandated	Feb. 14 - Mar. 26, 2022	WIDA ACCESS for ELs	All English language learners in K-12 are assessed in reading, math, science, and social studies.	Printed reports are expected to be available in June and will be distributed to parents at the beginning of the next school year.

District or State Mandated Assessment	Test Administration Window	Assessment	Participants/Brief Description	Parents/Students Informed of Results
District	Feb. 28 - Apr. 1, 2022	MasteryConnect	Grades K-8 and HS students enrolled in EOC-tested courses will take standards-based assessments in ELA, math, and science.	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.
State Mandated	Mar. 1, 2022	ACT	ACT for 11th grade students	Students receive results 3-8 weeks after testing at MyACT.org and via paper report through mail.
State Mandated	Mar. 1-4 & Mar.7-11, OR Mar. 21-25, OR Mar. 29-31, & Apr. 1, 4-8, 2022	ACT with Accommodations	11th graders who are eligible for ACT-approved accommodations will take the ACT during one of the accommodations windows.	Students receive results 3-8 weeks after testing at MyACT.org and via paper report through mail.
State Mandated	Mar. 14 - Apr. 29, 2022	TCAP Alternate Assessments	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.	Parents should be able to access scores by June in the TDOE Family Portal: https://familyreport.tnedu.gov/login
District	Mar. 14 - Apr. 29, 2022	Grade 2 TCAP ALT Assessment	The Tennessee Department of Education provides a 2nd grade alternate test for students with significant cognitive disabilities.	Parents should be able to access scores by June in the TDOE Family Portal: https://familyreport.tnedu.gov/login
State Mandated (RTI²): Universal Screener 3/Screening for Characteristics of Dyslexia	Mar. 21 - Apr. 8, 2022	Illuminate FastBridge/Screening for Characteristics of Dyslexia	Grades 4-8 will participate in skills-based reading and math screening assessments. Students in grades 9-12 identified through the Early Warning System, will also participate in skills-based reading and math assessments. Additional assessments targeting characteristics of dyslexia will be administered to students in grades 4-12.	Results will be available immediately after the assessment is completed and can be shared with parents by teachers. Illuminate FastBridge results are also included on student report cards for grades 4-5.
State Mandated (RTI²): Written Expression Screening	Mar. 21 - Apr. 8, 2022	Written Expression Screening	Grades 9-12 will participate in written expression screening assessments.	Results will be available immediately after the assessment is completed and can be shared with parents by teachers.
State Mandated	Mar. 29, 2022	ACT Make-up	ACT make-up day for 11th grade students	Students receive results 3-8 weeks after testing at MyACT.org and via paper report through mail.
State Mandated (RTI²): Universal Screener*	Apr. 11 - 15; May 9-20; 2022	Illuminate FastBridge/Screening for Characteristics of Dyslexia	Grades K-3 will participate in skills-based reading and math screening assessments. Assessments targeting characteristics of dyslexia will also be administered to students in grades K-3.	Results will be available immediately after the assessment is completed and can be shared with parents by teachers. Illuminate FastBridge results are also included on student report cards for grades K-3.
State Mandated	Apr. 18 - May 6, 2022	State-Wide Dual Credit Challenge Exams	Challenge exams are required for students participating in state-wide dual credit courses.	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.
State Mandated	Apr. 18 - May 6, 2022	TCAP Grades 3-8	Student in grades 3-8 will take state-mandated assessments in English language arts, math, and science. Grades 6-8 will also take social studies assessments.	Parents should be able to access scores by June in the TDOE Family Portal: https://familyreport.tnedu.gov/login
State Mandated	Apr. 18 - May 20, 2022	TCAP End of Course	Students scheduled to complete English I or II, Algebra I or II, Geometry, U.S. History, or Biology will take these assessments. EOC tests will be online.	Parents should be able to access scores by June in the TDOE Family Portal: https://familyreport.tnedu.gov/login
District	Apr. 18 - May 6, 2022	TCAP Grade 2 Assessment	The Tennessee Department of Education provides a 2nd grade TCAP test that assesses English language arts and math.	Parents should be able to access scores by June in the TDOE Family Portal: https://familyreport.tnedu.gov/login
District	May 2 - 20, 2022	Advanced Placement	Students enrolled in AP classes will take AP exams.	Results can be accessed by students on the College Board student site in July.
District	May 16 – 27, 2022	i-Ready	All students in grades K-8 will participate in the i-Ready reading and math diagnostic.	Results will be available immediately after the assessment is completed and can be shared with parents by teachers.

*Charter schools must participate in state mandated assessments. However, 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. Also, charter schools 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

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
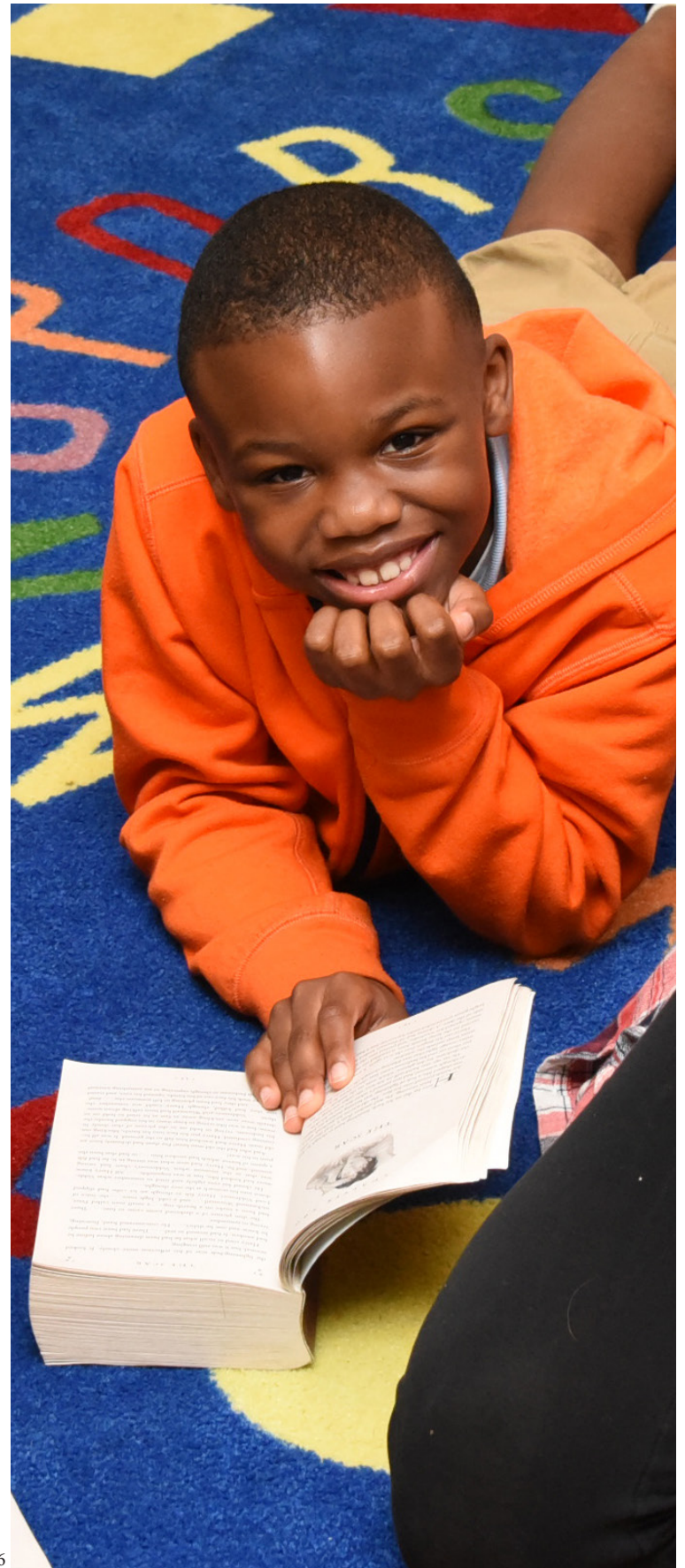
Parent Resources

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.
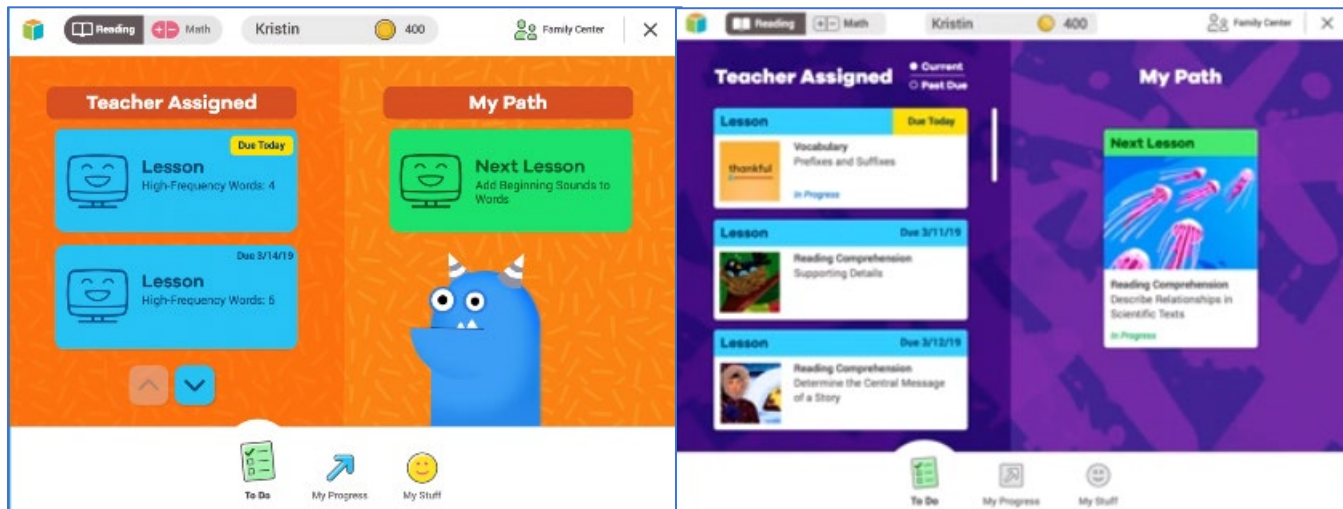
All you need to get started are a computer, internet, and the following:

- 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.
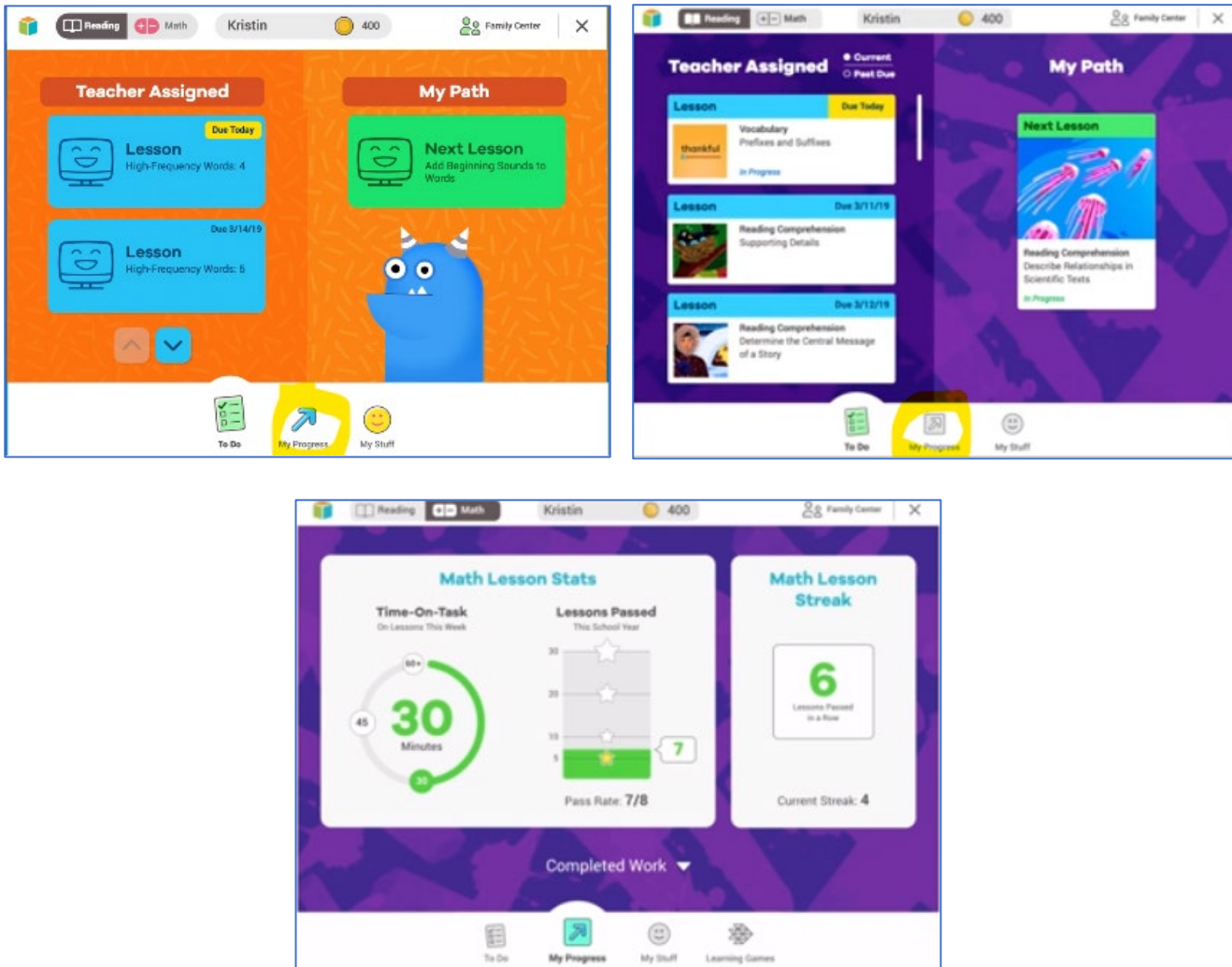
Have further questions about i-Ready or want to know how to best support your child?
- Check out the new i-Ready Family Center! (URL is - http://i-readycentral.com/familycenter)

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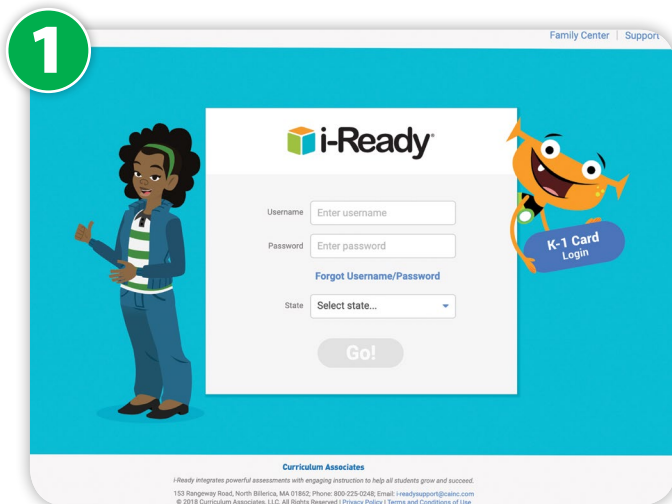
1 Log in to *i-Ready* on a computer or iPad°. Follow these steps.

- 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.

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?"

SIGHTWORDS.com

Dolch Sight Words Listed by Category

PRE-KINDERGARTEN

a	find	is	not	three
and	for	it	one	to
away	funny	jump	play	two
big	go	little	red	up
blue	help	look	run	we
can	here	make	said	where
come	I	me	see	yellow
down	in	my	the	you

KINDERGARTEN

all	do	no	she	well
am	eat	now	so	went
are	four	on	soon	what
at	get	our	that	white
ate	good	out	there	who
be	have	please	they	will
black	he	pretty	this	with
brown	into	ran	too	yes
but	like	ride	under	
came	must	saw	want	
did	new	say	was	

FIRST GRADE

after	fly	how	open	then
again	from	just	over	think
an	give	know	put	walk
any	going	let	round	were
as	had	live	some	when
ask	has	may	stop	
by	her	of	take	
could	him	old	thank	
every	his	once	them	

SECOND GRADE

always	does	made	tell	why
around	don't	many	their	wish
because	fast	off	these	work
been	first	or	those	would
before	five	pull	upon	write
best	found	read	us	your
both	gave	right	use	
buy	goes	sing	very	
call	green	sit	wash	
cold	its	sleep	which	

THIRD GRADE

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

NOUNS

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

SIGHTWORDS.com

Fry Sight Words Listed by Groups

1st 100 WORDS

a	each	it	out	to
about	find	like	part	two
all	first	long	people	up
an	for	look	said	use
and	from	made	see	was
are	get	make	she	water
as	go	many	sit	way
at	had	may	so	we
be	has	more	some	were
been	have	my	than	what
but	he	no	that	when
by	her	not	the	which
called	him	now	their	who
can	his	number	them	will
come	how	of	then	with
could	I	oil	there	words
day	if	on	these	would
did	in	one	they	write
do	into	or	this	you
down	is	other	time	your

2nd 100 WORDS

after	does	letter	over	such
again	end	line	page	take
air	even	little	picture	tell
also	follow	live	place	things
America	form	man	play	think
animal	found	me	point	three
another	give	means	put	through
answer	good	men	read	too
any	great	most	right	try
around	hand	mother	same	turn
ask	help	move	say	us
away	here	much	sentence	very
back	home	must	set	want
because	house	name	should	well
before	just	need	show	went
big	kind	new	small	where
boy	know	off	sound	why
came	land	old	spell	work
change	large	only	still	world
different	learn	our	study	years

23

3rd 100 WORDS

above	earth	hear	never	song
add	eat	high	next	soon
almost	enough	idea	night	start
along	every	important	often	state
always	example	Indian	once	stop
began	eyes	it's	open	story
begin	face	keep	own	talk
being	family	last	paper	those
below	far	late	plant	thought
between	father	leave	real	together
book	feet	left	river	took
both	few	let	run	tree
car	food	life	saw	under
carry	four	light	school	until
children	girl	list	sea	walk
city	got	might	second	watch
close	group	mile	seem	while
country	grow	miss	side	white
cut	hard	mountains	something	without
don't	head	near	sometimes	young

4th 100 WORDS

across	early	hundred	problem	sun
against	easy	I'll	products	sure
area	ever	king	pulled	table
become	fall	knew	questions	today
best	farm	listen	reached	told
better	fast	low	red	top
birds	field	map	remember	toward
black	figure	mark	rock	town
body	fire	measure	room	travel
certain	fish	money	seen	true
cold	five	morning	several	unit
color	friends	music	ship	upon
complete	ground	north	short	usually
covered	happened	notice	since	voice
cried	heard	numeral	sing	vowel
didn't	himself	order	slowly	war
dog	hold	passed	south	waves
door	horse	pattern	space	whole
draw	hours	piece	stand	wind
during	however	plan	step	wood

5th 100 WORDS

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

6th 100 WORDS

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

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 will be developed and implemented by the teacher 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. You can learn more about the grading protocols by viewing Curriculum & Instruction (scsk12.org).

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. You can learn more about promotion by viewing policy 5013 Promotion and Retention.pdf (boarddocs.com), on page 5 under *Promotion and Retention Categories*.

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 SCS students?
The Early Literacy department has established training for specialized educational assistants (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. Additionally, parents can utilize the at *Home Activities* outlined in the Parents' Guide to Success.