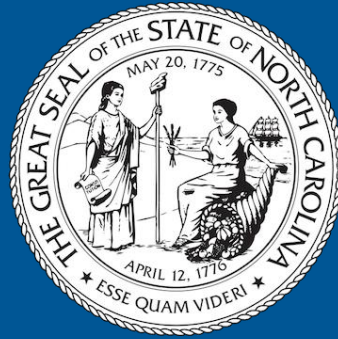


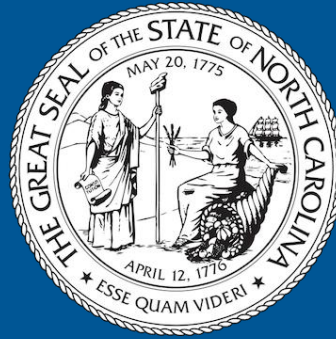


**WAKE COUNTY**  
PUBLIC SCHOOL SYSTEM

**Read to Achieve**



The Read to Achieve program  
is part of The Excellent  
Public Schools Act of N.C.  
(NC House Bill 950),  
which became law in July 2012.



## Goal of Legislation

- All students proficient readers by the end of third grade.
- Gives students multiple opportunities to show proficiency
- Gives extra support to third and fourth grade students



# WAKE COUNTY PUBLIC SCHOOL SYSTEM

## KEY QUESTIONS

- What steps are being taken to get your 3<sup>rd</sup>-grader reading at or above grade level?
- How will the State determine if your child is reading at or above grade level?
- What will happen if your child isn't reading at or above grade level?
- How can you help your child with his or her reading?



What steps are being taken to get your 3rd grader reading at or above grade level?

**We are providing strong instruction in literacy.**



**WAKE COUNTY**  
PUBLIC SCHOOL SYSTEM



What steps are being taken to get your 3rd grader reading at or above grade level?

**We are providing extra help to students who need it.**



**WAKE COUNTY**  
PUBLIC SCHOOL SYSTEM


What steps are being taken to get your 3rd grader reading at or above grade level?

We are gathering information on your child's progress.



Mastery of  
core literacy  
instruction

Your child's teacher will continue to observe and monitor their progress.



Results of  
their formal  
assessments

These assessments include mCLASS and CASE 21, along with the EOG.



Progress on  
their reading  
passages

Students have an opportunity to demonstrate proficiency on passages aligned with the standards.


What steps are being taken to get your 3rd grader reading at or above grade level?

We are sharing information on your child's progress.



Mastery of  
core literacy  
instruction

We'll talk about this specifically during conferences, emails, or reports home.



Results of  
their formal  
assessments

You will get formal reports, including the Home Connect letter.



Progress on  
their reading  
passages

We'll share standards and scores.



What steps are being taken to get your 3rd grader reading at or above grade level?

We are sharing information on your child's progress.

**mCLASS® Literacy Progress Report**

HOME CONNECTION

Last updated: November 27, 2017

**Needs Most Support**

**What does this mean?**

To reach grade level expectations, Robinson needs a great deal of additional practice, both at school and at home.

**Why is Robinson being tested?**

The teachers and administrators at our school want Robinson to read successfully. As part of this commitment, our school uses a test called DIBELS, which stands for Dynamic Indicators of Basic Early Literacy Skills, to measure how many important reading skills Robinson has learned.

**What can I do?**

To reinforce what Robinson is learning in school, you can read together every day at home.

**What are the skills Robinson should learn to become a good reader?**

**Phonemic Awareness**  
Hearing and using sounds in spoken words

We no longer measure Robinson's phonemic awareness because students should have this skill by the middle of first grade.

**Phonics**  
Knowing sounds of letters and sounding out written words measured by DIBELS Nonword Fluency (NWF)

Can you child...  
...sound out simple words like van? (v-n, -an, -an)  
...read words with a lot of two- and three-letter words?

Reading letter sounds (NWF-Correct Letter Sounds)

Reading whole words (NWF-Whole Words Read)

**Accurate and Fluent Reading**  
Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (ORF)

Can you child...  
...read all the words in a very short story?  
...recognize familiar words without sounding them out?  
...blend letter-sounds to read unfamiliar words?  
...read words by themselves and in very short stories easily?

Reading with fluency (ORF)

Reading with accuracy (ORF)

**Reading Comprehension**  
Reading for comprehension, the ultimate goal of reading, is measured by Text Reading and Comprehension (TRC)

Instructional reading level (TRC)

**Where Robinson needs support**

**Phonics**  
Knowing sounds of letters and sounding out written words

**Count the Sounds**  
Help your child count the number of sounds in words. Have your child find pictures of two- and three-sound words. Put the same number of markers (coins, blocks, etc.) representing the sounds under the pictures. Have your child touch a different marker as he or she says each sound. Some ideas for pictures are: fish (3 sounds), lip (3 sounds), shoe (2 sounds), and the number five (3 sounds).

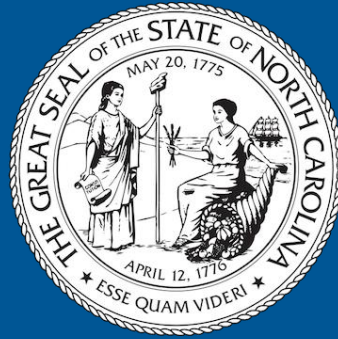
**Reading and Listening**  
Listen as your child reads words and books from school. Be patient as your child practices. Before helping him or her pronounce unfamiliar or difficult words, wait to see if your child tries to figure out how they are pronounced. Allow your child to try and sound out unfamiliar words. Tell your child how proud you are when he or she can read new words.

**Reading Comprehension**  
Understanding the text, the ultimate goal of reading

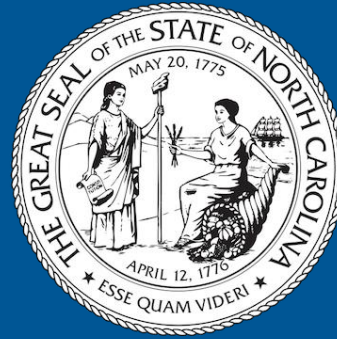
**Show the Cover**  
Show the cover of the book you are about to read together. Read the title aloud. Have your child say the title. Ask, "What do you think this book is about? Why do you think that?"

We are working hard to ensure that Robinson's development is on target for success, and we thank you for your efforts at home. Together, we will help Robinson become a successful reader.

Results of their formal assessments



The law outlines that if a 3<sup>rd</sup>-grader is NOT reading at grade level by the end of Grade 3, they will be encouraged to attend a free, district-sponsored reading camp, offered for at least 72 hours, to receive additional reading support.



Students will be invited to attend the reading camp during the summer if they do not pass the Reading EOG or qualify for a *good cause exemption*.

How will the State determine that your child is reading at or above grade level?

## Good cause exemptions include any student who:

- demonstrates, through a **student reading portfolio**, reading proficiency appropriate for 3<sup>rd</sup>-grade students
- demonstrates proficiency on **Read to Achieve Test**
- is a Limited English Proficient (LEP) student with fewer than two years of instruction in the ESL program
- has a disability and whose individualized education program (IEP) indicates (i) use of the NCEXTEND 1 alternate assessment, (ii) at least a two-school-year delay in educational performance or (iii) receipt of intensive reading interventions for at least two school years
- has (i) **received reading intervention** and (ii) **previously been retained more than once** in kindergarten or Grades 1 through 3
- demonstrates reading **proficiency** appropriate for 3<sup>rd</sup>-grade students on approved **alternate assessments** approved by the State Board of Education



# If your child is determined to be reading below grade level, you have two choices:

## Attend Camp

- Your child will be retested at the end of camp and move into the 4<sup>th</sup> grade if proficient.
- Children who are still not reading at grade level will have a 'retention designation' and receive additional support in 4<sup>th</sup> grade.
- The retention designation will be removed if the child demonstrates proficiency by mid-year of 4<sup>th</sup> grade.

## Decline Camp

- Your child will have the opportunity to take an assessment on a designated date and time.
- Students who are not proficient based on the assessment will have a 'retention designation' and receive additional support in 4<sup>th</sup> grade.
- The retention designation will be removed if the child demonstrates proficiency by mid-year of 4<sup>th</sup> grade.

# How can I help my child with his or her reading?



**Read together for at least 20 minutes each day!**

- Parent/Teacher Communication
- Home Connect Activities
- Visit the library
- Stay involved