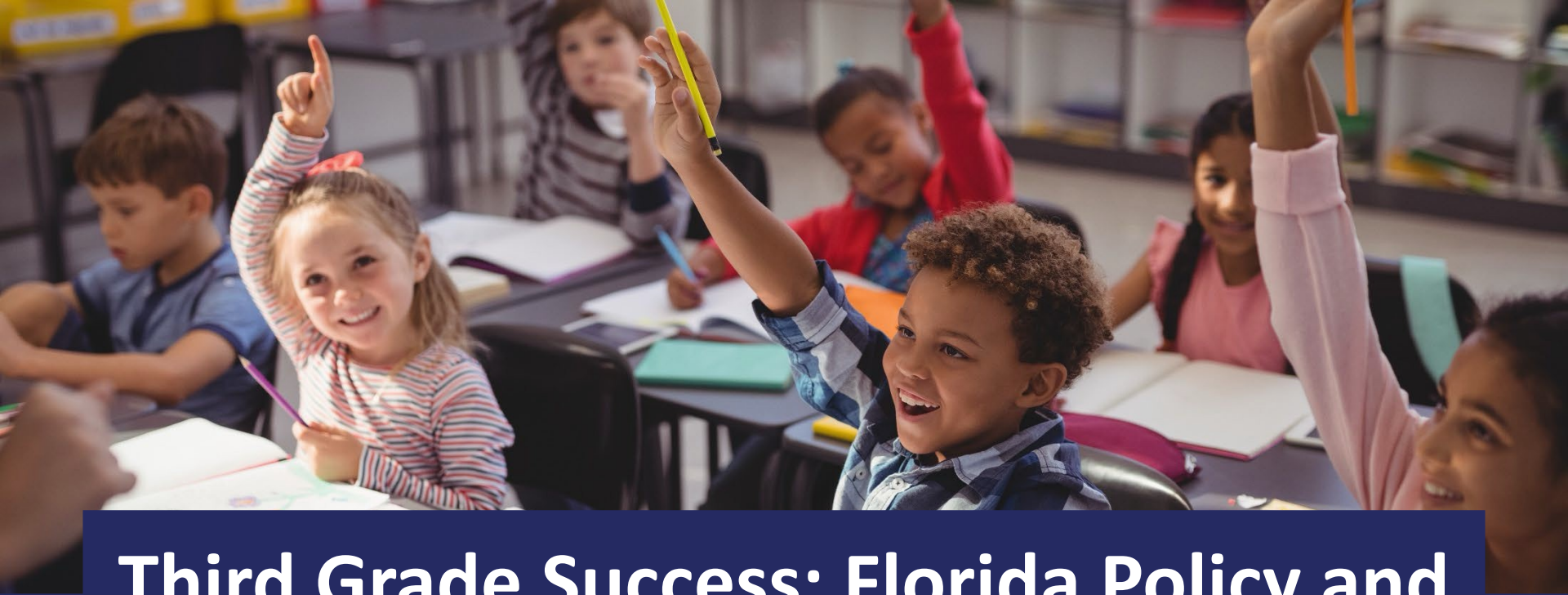




Third Grade Success: Florida Policy and Best Practices for Literacy Achievement

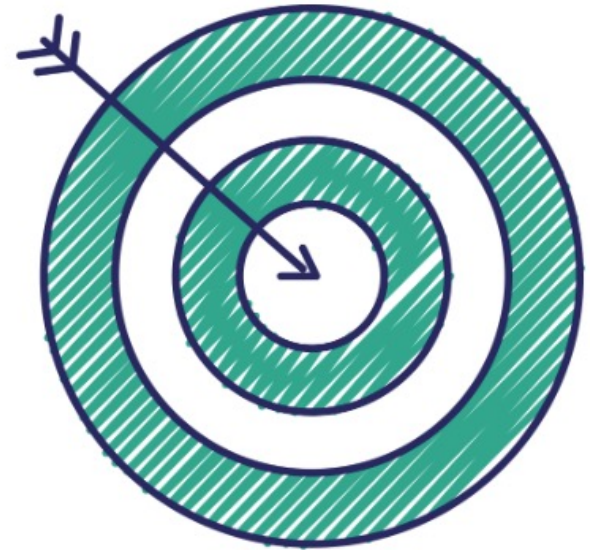


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Objectives

- Review third grade progression policy.
- Review Recommendations 1 through 3 in the Practice Guide titled, Improving Reading Comprehension in Kindergarten Through 3rd Grade.
- Plan Tier 1 instruction utilizing the Practice Guide and the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards.





Third Grade Progression Policy

SRD Rule Language Update

A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- 1. The student is identified as in need of Tier 3 interventions; or**
- 2. The student was retained the previous school year; or**
- 3. For kindergarten through grade 2, the student scores:**
 - a. Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to section (s.) 1008.25(9), Florida Statutes (F.S.); or**
 - b. Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or**
- 4. For grade 3, the student scores:**
 - a. Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or**
 - b. Level 1 on the statewide, standardized English Language Arts (ELA) assessment pursuant to s. 1008.22(3)(a), F.S.**

Substantial Reading Deficiency (SRD), Continued

- Section 1008.25, F.S., requires that any student in VPK who has a substantial deficiency in early literacy skills, a K-3 student who has an SRD or characteristics of dyslexia based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia.
- A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan (Individualized Progress Monitoring Plan (IPMP) or Individual Educational Plan (IEP)) is developed to identify the student as having an SRD. The school **MUST** initiate intensive reading interventions.
- VPK students who have been identified as having a substantial deficiency in early literacy skills are not required to have an IPMP, but must be provided intensive interventions.

Parental Notification

Once a student is identified with a substantial reading deficiency, his or her parent must be notified immediately in writing of the following:

That his or her child has been identified as having a substantial deficiency in reading.

A description of the current services that are provided to the child.

A description of the proposed intensive interventions and supports that will be provided that are designed to remediate the identified area of the reading deficiency.

The student progression requirements and that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

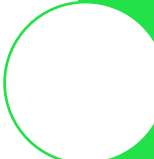
Parental Notification, Continued



Once a student is identified with a substantial reading deficiency, his or her parent must be notified immediately in writing of the following:



Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading.



The statewide, standardized ELA assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for promotion.



The district's specific criteria and policies for a portfolio and mid-year promotion.



The child's eligibility for the New Worlds Reading Initiative and the New Worlds Scholarship Accounts.

Parental Notification, Continued

After the initial notification to the parent:

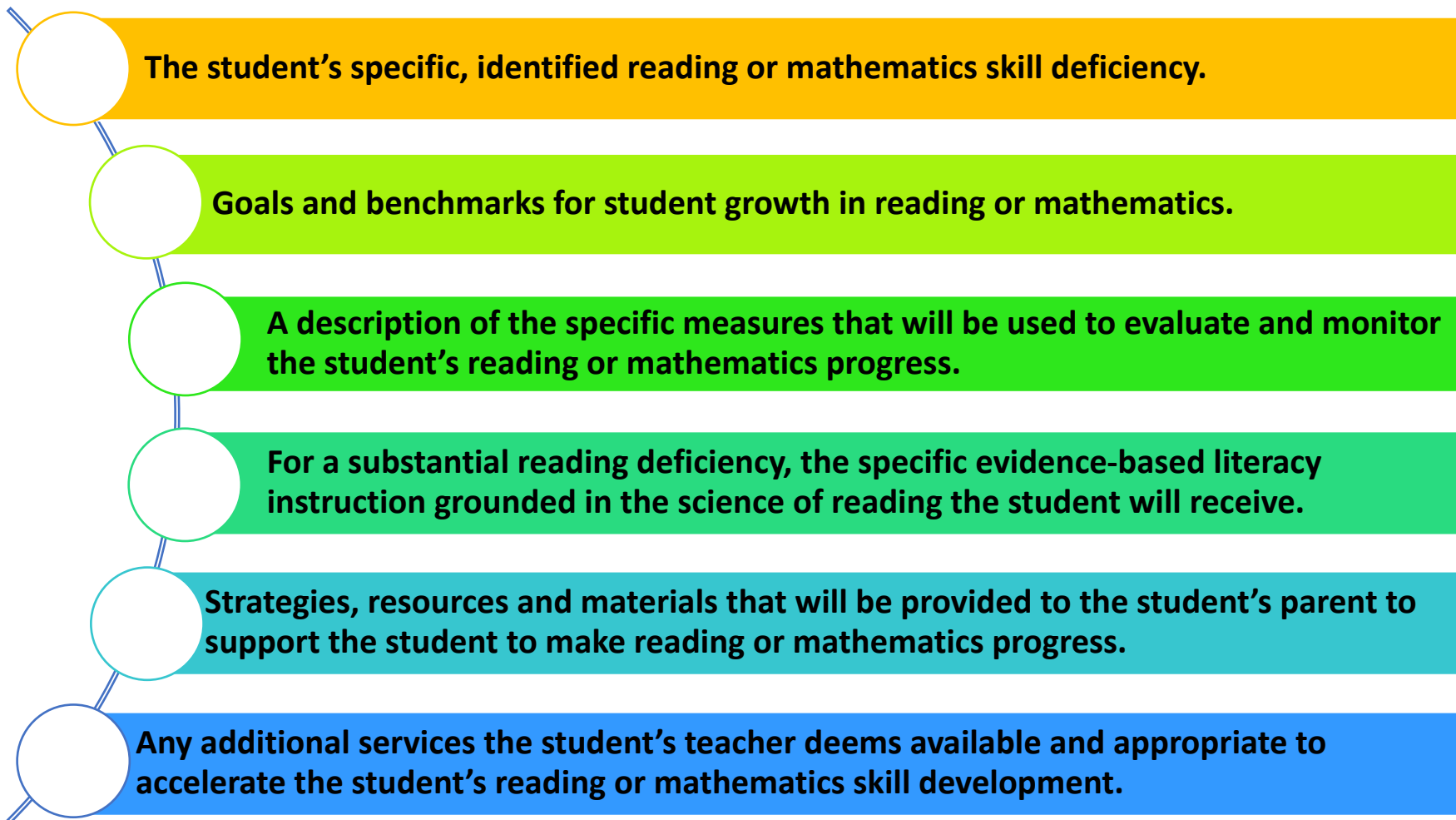
- The school shall apprise the parent *at least monthly* of the student's progress in response to the intensive interventions and supports.
- Such communications *must be* in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions or supports that are being implemented have not resulted in improvement.
- Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or support, and earlier implementation of the additional interventions or supports described in the initial notification.

Individualized Progress Monitoring Plans (IPMP)

- Students identified with an SRD must have an IPMP that is designed to address the student's specific reading deficiency and meets the requirements set forth in s. 1008.25(4)(c), F.S.
- Students with qualifying disabilities covered by an IEP or 504 Plan under Section 504 of the Rehabilitation Act of 1973, are exempt from the requirement to have an IPMP, if the IEP or 504 Plan addresses the student's reading deficiency.
- IPMPs must be created within 45 days after the results of Florida Assessment of Student Thinking (FAST) become available.



IPMP Requirements:



The IPMP must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available.

Good Cause Exemptions

Pursuant to Section 1008.25, F.S.:

- To be promoted to grade 4, a student must score a Level 2 or higher on the grade 3 statewide, standardized ELA assessment required under s. 1008.22, F.S.
- If a student's deficiency in reading is not remedied by the end of grade 3, as demonstrated by scoring a Level 2 or higher on the grade 3 statewide, standardized ELA assessment required under s. 1008.22, F.S., the student must be retained.
- The district school board may only exempt students from mandatory retention for good cause.

Good Cause Exemptions, Continued

1

Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

2

Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S.

3

Students who demonstrate an acceptable level of performance on an alternative standardized reading or ELA assessment approved by the State Board of Education.

4

A student who demonstrates through a student portfolio that he or she is performing at least at a Level 2 on the statewide, standardized ELA assessment.

5

Students with disabilities who take the statewide, standardized ELA assessment and have an IEP or 504 Plan that reflects that the student has received intensive instruction in reading or ELA for more than 2 years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2 or grade 3.

6

Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

Third Grade Portfolio

Pursuant to Section 1008.25, F.S.:

- Third grade students who can demonstrate that they are performing at least at level 2 on the statewide, standardized ELA assessment through a portfolio may be promoted to grade 4 with good cause.
- For students with a substantial reading deficiency, each school district is responsible for notifying parents of the district's specific criteria and policies for portfolios.
- A school must *immediately* begin collecting evidence for a portfolio when a student in grade 3 is identified as being *at risk* of retention or *upon the parent's request*, whichever occurs first.

Student Portfolio

To promote a student using a student portfolio as a good cause exemption, there ***MUST*** be evidence that demonstrates the student's mastery of the B.E.S.T. ELA Standards. The portfolio must meet the following criteria:

1

Be selected by the student's teacher.

2

Independently produced work aligned to the B.E.S.T. ELA Standards that would be assessed on the grade 3 statewide assessment. Grade-level passages must be 50% literary text and 50% informational text between 100-700 words (500 average). Evidence could include chapter or unit tests from the district/school's core reading curriculum.

3

Be an organized collection of evidence of mastery of the B.E.S.T. ELA Standards. For each benchmark, there must be *at least* 8 items assessed per benchmark and the student must demonstrate 70% mastery for all items assessed per benchmark.

4

Be signed by the teacher and principal as an accurate assessment of the required reading skills.

Rule 6A-1.094221, F.A.C., Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion

- This rule further defines the requirements for alternative assessments for good cause exemption and outlines the requirements for the use of a student portfolio for good cause exemption.
- The rule can be accessed at the [Florida Administrative Code](http://www.FLDOE.org) website.

Group Discussion

How can school teams be proactive to support students' reading development instead of reactive and intervening when students are identified at risk?





Improving Reading Comprehension in Kindergarten Through 3rd Grade

What Works Clearinghouse Practice Guide
Recommendations 1 Through 3

Recommendation 1: Teach Students How to Use Reading Comprehension Strategies

Is this strategy instruction?

- No! What the panel refers to as “strategies” are not the same as comprehension skills typically listed in core reading programs, nor are they teaching activities.

What a strategy is:

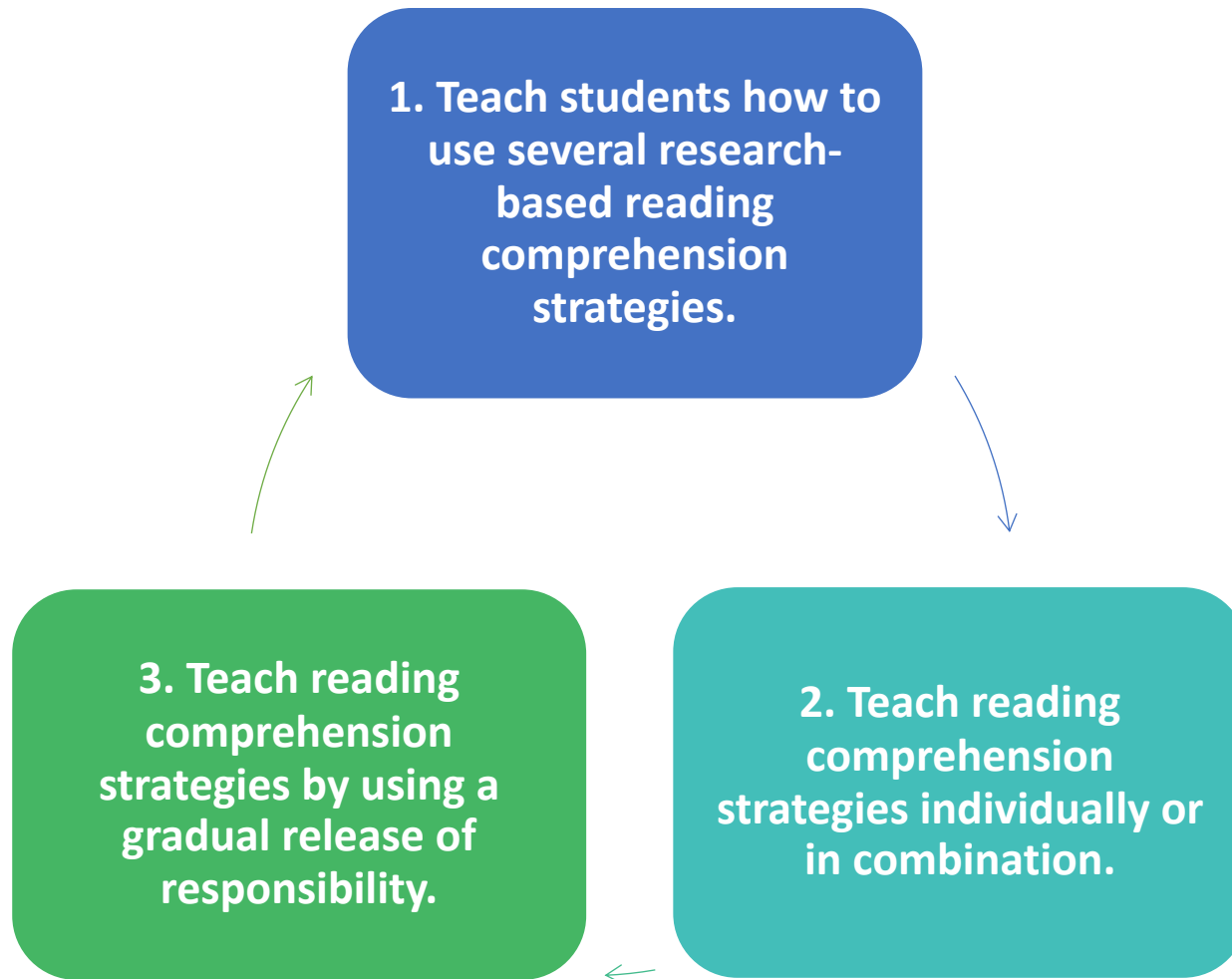
- Intentional mental actions used during reading that improve reading comprehension.
- Deliberate efforts by a reader to better understand or remember what is being read.

Recommendation 1: Teach Students How to Use Reading Comprehension Strategies, Continued

What a strategy is not:

- Instructional activities such as completing worksheets.
- Exercises that are aimed at giving students practice with skills such as sequencing or drawing conclusions, but lack explicit instruction in how to think in these ways while reading.

How to Carry Out Recommendation 1



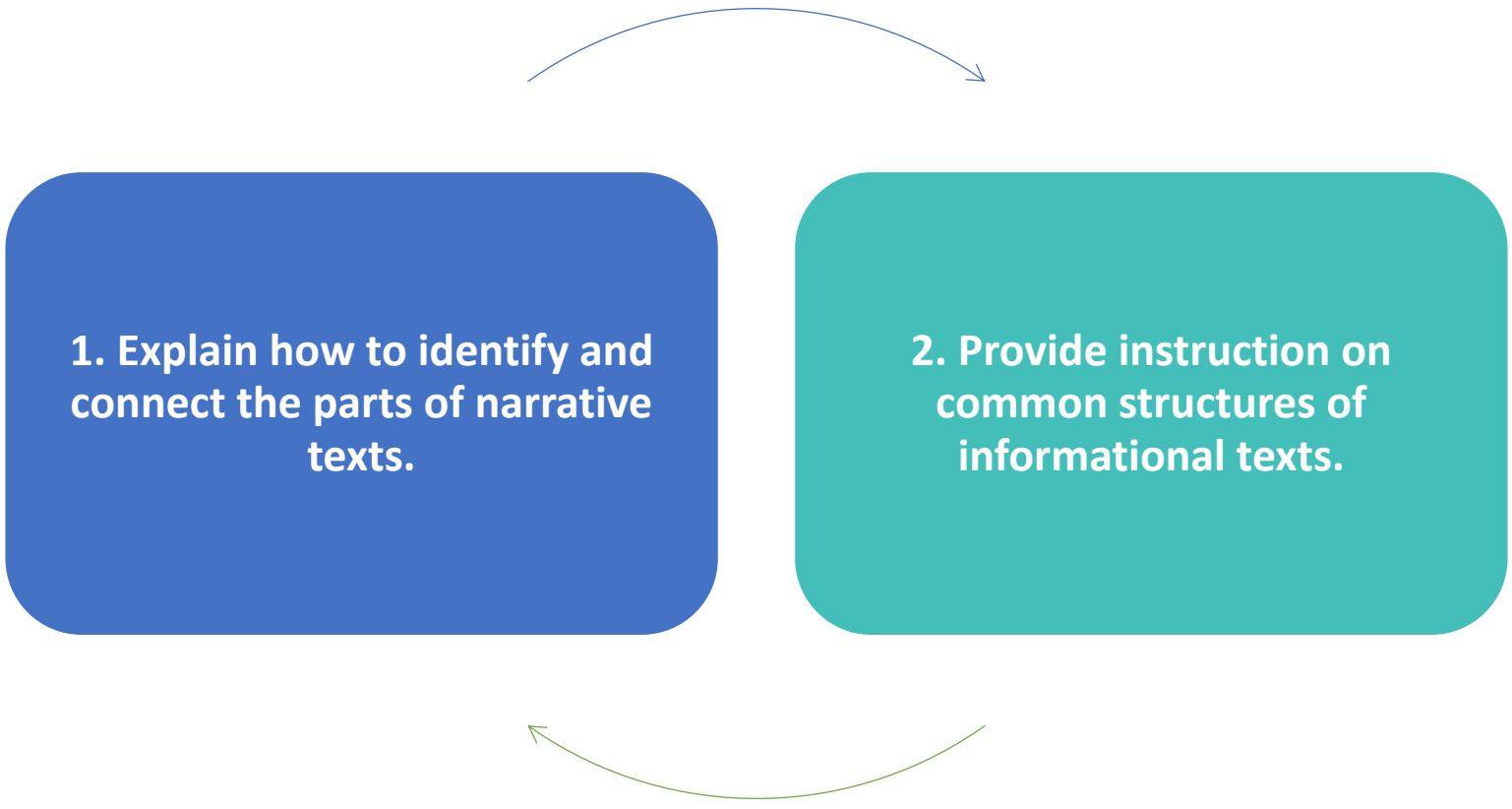
Recommendation 2: Teach Students to Identify and Use the Text's Organizational Structure to Comprehend, Learn and Remember Content

Students comprehend and remember content better when they are taught to recognize the structure of a text.

- This helps students distinguish between major and minor events and predict how a story may unfold.
- Students can begin to develop a sense of structure as early as kindergarten.
- Exposing students to informational text as well as narrative text is essential.



How to Carry Out Recommendation 2



1. Explain how to identify and connect the parts of narrative texts.

2. Provide instruction on common structures of informational texts.

Key Reminders for Recommendation 2

Teachers should gradually introduce new structure elements in narrative texts while reinforcing elements that already have been taught.

In some stories there are multiple events, so students must identify the same structural element more than once.

Teachers should instruct students to not rely solely on clue words to identify the structure because those words may not always be used.

Teachers should advise students that not all texts of a genre follow a single text structure. It is best practice to use a variety of texts to communicate this message to students.

Teachers need to provide opportunities for students to use their text structure knowledge to read and comprehend increasingly challenging texts.

Recommendation 3: Guide Students Through Focused, High-Quality Discussion on the Meaning of Text

- The What Works Clearinghouse recommends that teachers lead students through focused, high-quality discussions.
- Such discussions among students or between the students and teacher go beyond asking and answering surface-level questions.
- Through this type of exploration, students learn how to:
 - Argue for or against points raised in discussion;
 - Resolve ambiguities in the text; and
 - Draw conclusions or inferences about the text.

Recommendation 3: Guide Students Through Focused, High-Quality Discussion on the Meaning of Text, Continued

The What Works Clearinghouse discusses four factors that contribute to the success of a discussion.

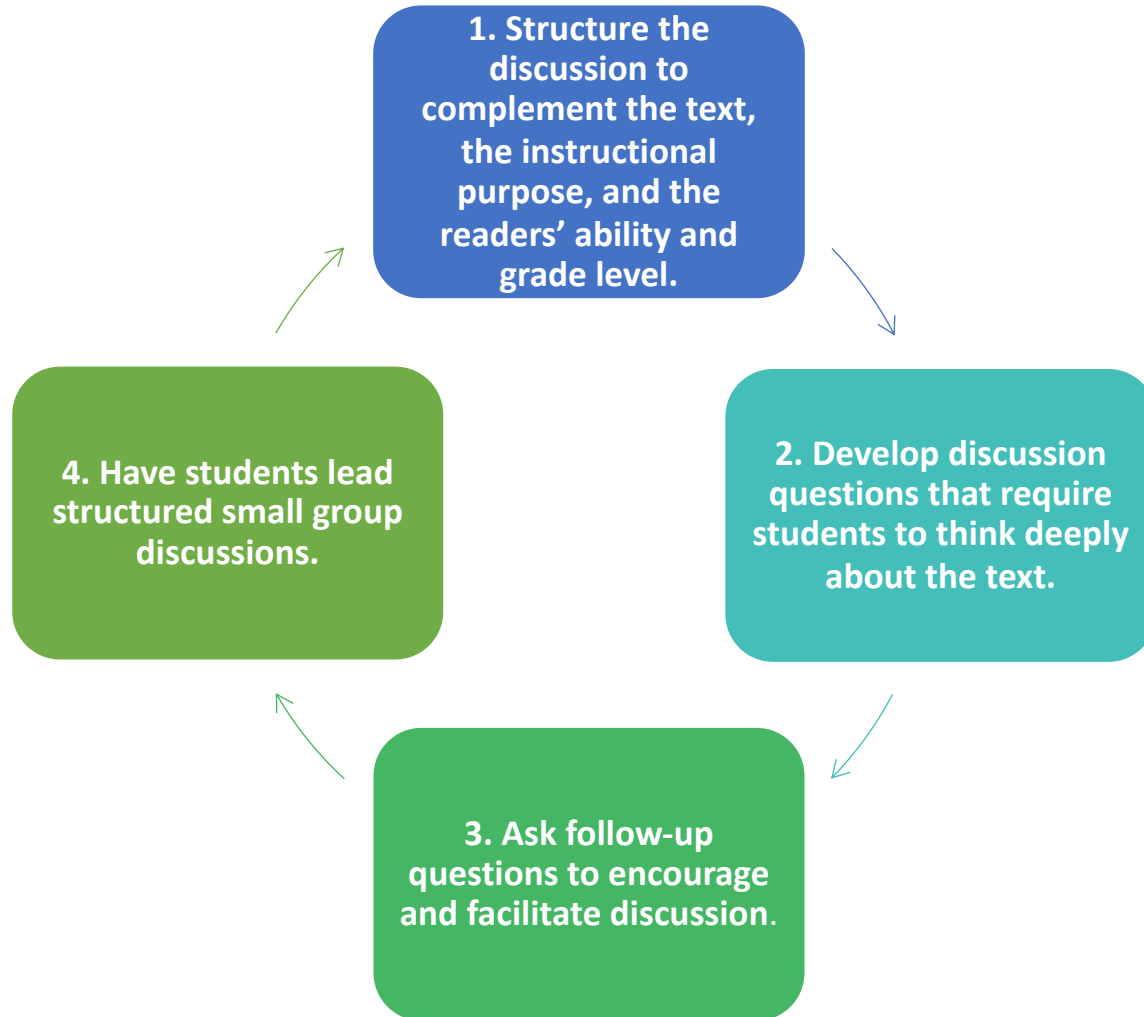
- Planning
 - Teachers should select texts that are compelling enough to spark conversation and discussion.
 - Teachers should create a discussion guide consisting of “higher-order” questions that prompt students to think deeply about the text and articulate key aspects of the story.

Recommendation 3: Guide Students Through Focused, High-Quality Discussion on the Meaning of Text, Continued

The What Works Clearinghouse discusses four factors that contribute to the success of a discussion.

- Sustaining and expanding the discussion
 - If higher-order questions are challenging for students, teachers can use follow-up questions to point students in the right direction.
 - Teachers can split students into smaller groups and facilitate small group discussions while monitoring students periodically.

How to Carry Out Recommendation 3





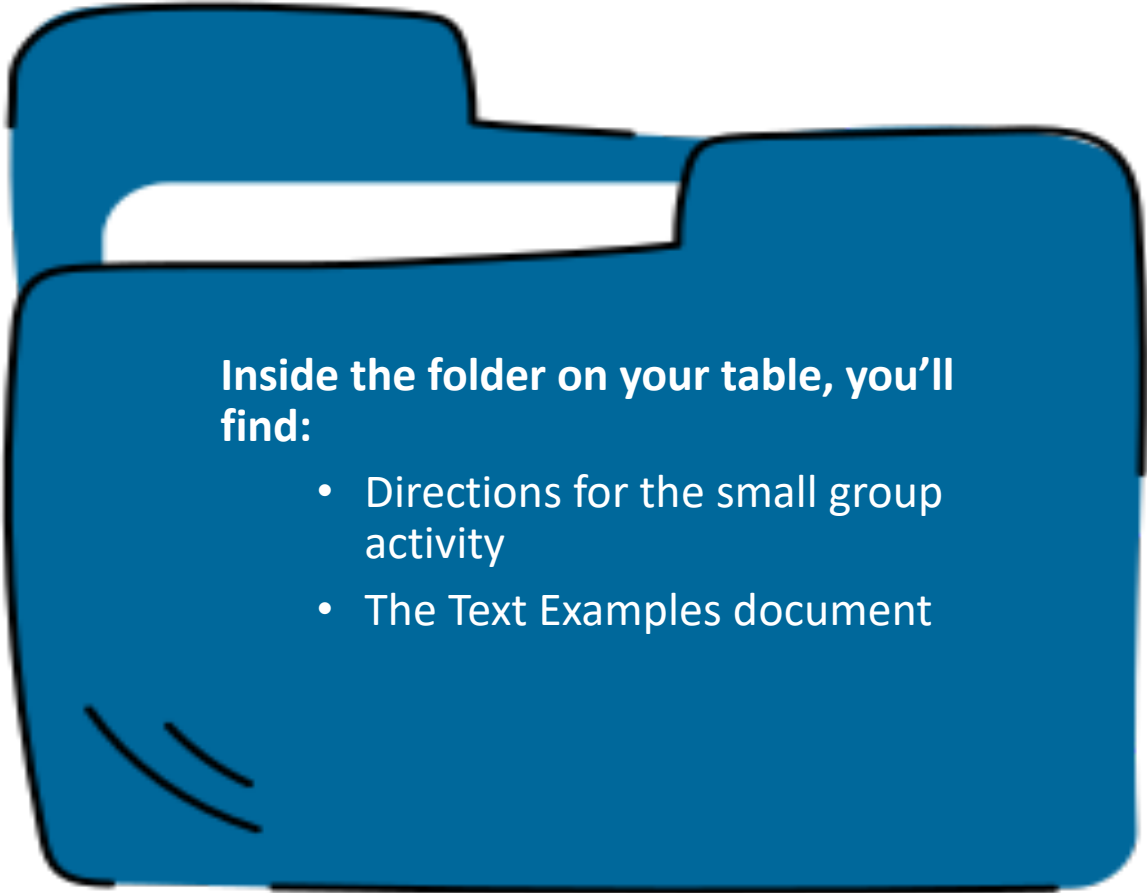
Instructional Planning

Small Group Activity

Each table will be assigned a Recommendation from the Practice Guide. In small groups, create an instructional plan on your assigned Recommendation, using the text *Charlotte's Web* by E.B. White.



Small Group Activity, Continued



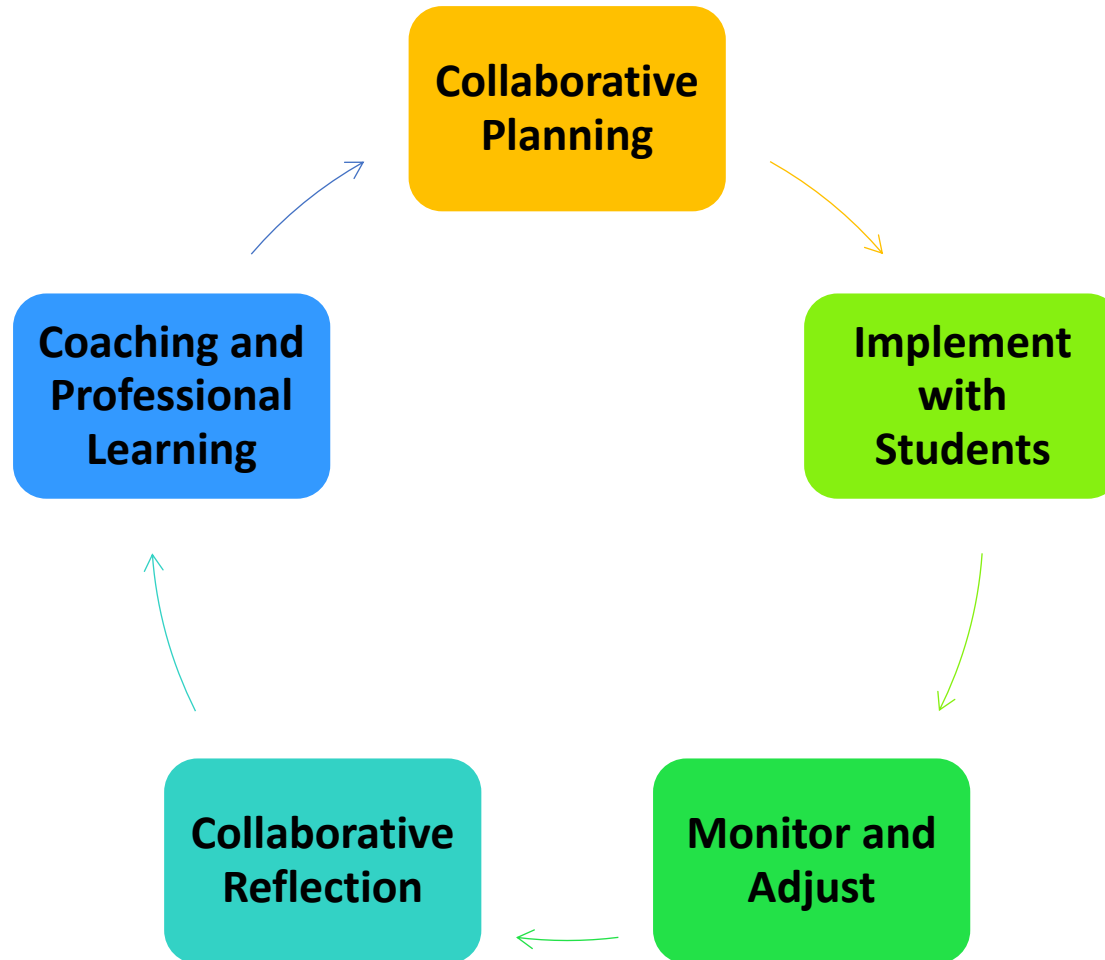
Inside the folder on your table, you'll find:

- Directions for the small group activity
- The Text Examples document

Small Group Activity, Continued

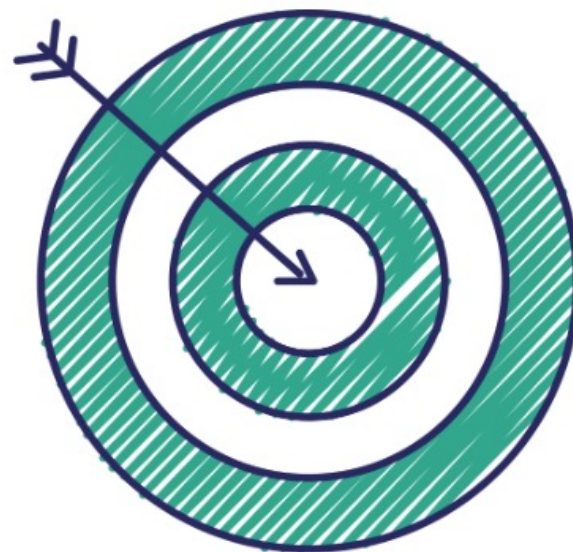
Group One: Recommendation 1	Group Two: Recommendation 2	Group Three: Recommendation 3
1. Choose a short excerpt from <i>Charlotte's Web</i> by E.B. White. 2. Choose a comprehension strategy from the Practice Guide. 3. Outline your instructional plan. 4. Be prepared to share out!	1. Choose a short excerpt from <i>Charlotte's Web</i> by E.B. White. 2. Identify the element of structure in a narrative text that you will focus on. 3. Outline your instructional plan. 4. Be prepared to share out!	1. Choose a short excerpt from <i>Charlotte's Web</i> by E.B. White. 2. Identify key discussion ideas and plan a high-quality discussion. 3. Outline your instructional plan. 4. Be prepared to share out!

Next Steps – Instructional Cycle



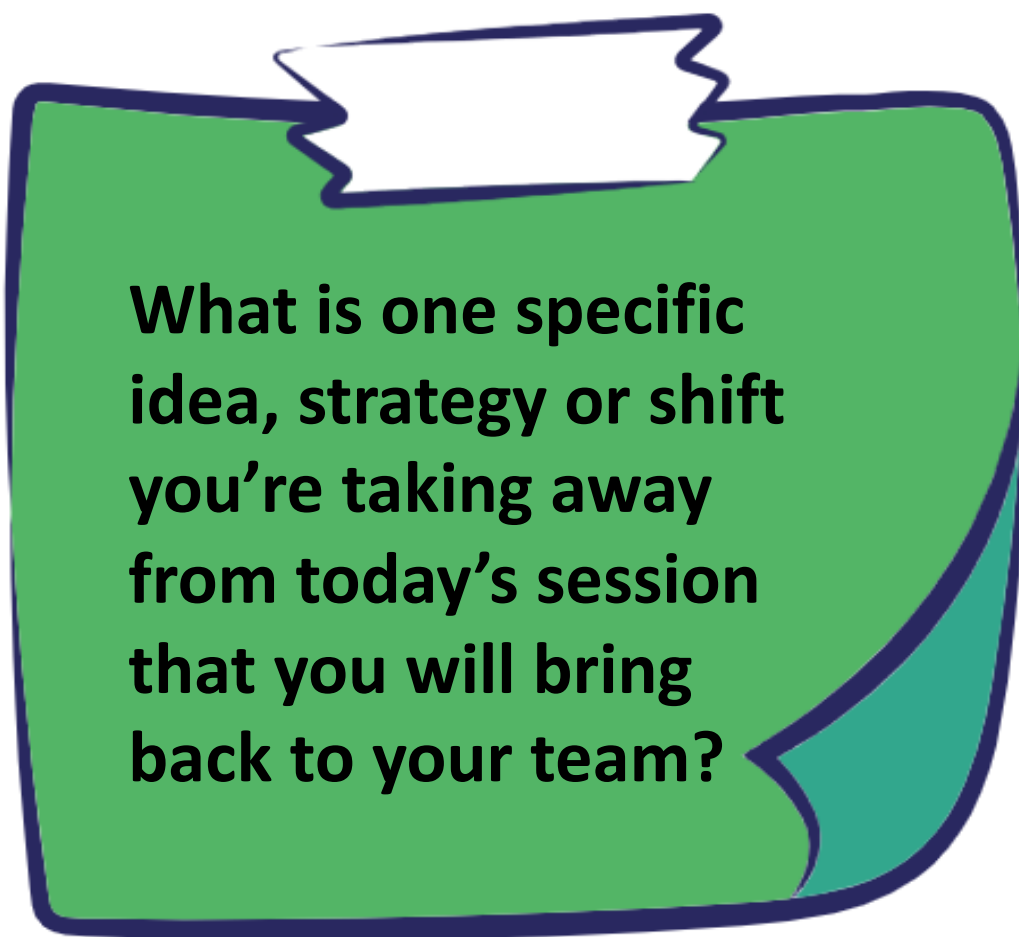
Objectives

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- Planned Tier 1 instruction utilizing the Practice Guide and the B.E.S.T. ELA Standards.



Reflection

Take a few minutes to reflect on today's session. Write your answer on a sticky note and prepare to share out with the group.



What is one specific idea, strategy or shift you're taking away from today's session that you will bring back to your team?

Questions? Contact us!

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