

2023 3rd Grade TN Summer School Guidance

Spring 2023

Overview

The TN 3rd grade retention law could mean that thousands of additional 3rd grade students across the state will need to attend summer school this year to avoid being retained for the 2023-24 school year. To advance these students toward grade-level readiness we must seek to provide them accelerated instruction during summer school that provides coherent instruction aligned to grade-level ELA requirements while also addressing students' key learning gaps in reading foundational skills.

3rd Grade Summer School ELA Recommendations

Assessment: In late spring, all 3rd graders identified for summer school who have low oral reading fluency on the universal screener should be given the 2nd grade HQIM-based placement assessment to determine their specific foundational skills gaps (if any).

Placement assessments may be given during Tier II/III intervention, core instruction if the Tier I curriculum has been completed, or during other time specified by the school/district. Assessments should be given prior to the end of the school year such that groupings can be determined and organized before summer school begins.

Students with identified foundational skills gaps should be given at least one hour of targeted foundational skills instruction per day during summer school. This can be provided during core summer instruction or intervention time but should be provided by teachers strong in reading foundational skills using Tier I HQIM Skills materials. The other hour of summer school ELA instruction should focus on acceleration for grade-level reading comprehension (See Reading Comprehension Plan outlined below).

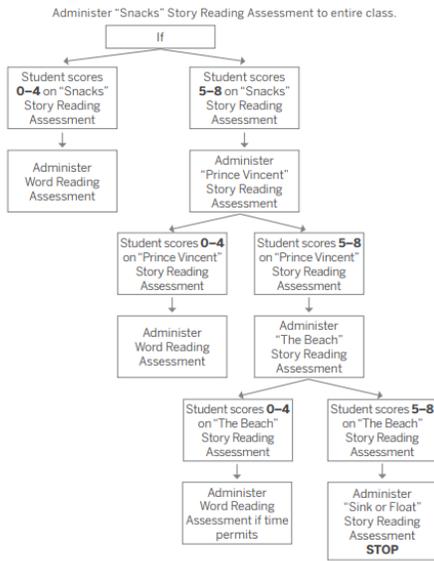
Students with low oral reading fluency but few to no identified foundational skills gaps (as determined by the 2nd grade placement assessment) should be provided with core summer school instruction focused on acceleration for reading comprehension (See Reading Comprehension Plan outlined below). Intervention for these students, if provided, should focus on giving students opportunities to practice oral reading fluency (e.g. [CKLA fluency supplement](#)).

Students with strong oral reading fluency and few to no foundational skills gaps should be provided with core summer school instruction focused on acceleration for reading comprehension (See Reading Comprehension Plan outlined below).

2nd grade CKLA Placement Assessment Overview

Placement Assessment found in Grade 2 CKLA Skills Unit 1

FLOW CHART FOR ORDER OF STUDENT PERFORMANCE TASK ASSESSMENT



Note: Cutoff scores on this page are used only to determine which tests to administer during the beginning of the year. The scores on this page are not used in interpreting assessment scores.

If student scores:	After Grade 2 Unit 1, instruction should start with:	Group
7 or more correct on "Sink or Float"	Grade 2 Unit 2 This student has OUTSTANDING preparation for Grade 2 Skills.	1
0-4 correct on "Sink or Float," 6 or more correct on "The Beach," and 100 or more correct on Word Reading Assessment	Grade 2 Unit 2 This student has STRONG preparation for Grade 2 Skills.	1
6 or more correct on "The Beach," 6 or more correct on "Prince Vincent," and 80-100 correct on Word Reading Assessment	This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words. Provide targeted small group remediation for the specific letter-sound correspondences missed, using selected materials from the Grade 2 or Grade 1 Assessment and Remediation Guide.	2
0-4 correct on "The Beach," 6 or more correct on "Prince Vincent," and 60-80 correct on Word Reading Assessment	This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words. Provide targeted small group remediation for the specific letter-sound correspondences missed, using selected materials from the Grade 2 or Grade 1 Assessment and Remediation Guide.	1 or 2
5 or more correct on "Prince Vincent," 5 or more correct on "Snacks," and 60 or more correct on Word Reading Assessment	This student has somewhat ADEQUATE preparation for Grade 2 Skills. Provide targeted small group remediation for the specific letter-sound correspondences missed on the Word Reading Assessment, as well as materials from Grade 2 or Grade 1 Assessment and Remediation Guide.	2 or 3
0-4 correct on "Prince Vincent," 5 or more correct on "Snacks," and 60 or more correct on Word Reading Assessment	This student has somewhat ADEQUATE preparation for Grade 2 Skills. Provide targeted small group remediation for the specific letter-sound correspondences missed on the Word Reading Assessment, as well as materials from Grade 2 or Grade 1 Assessment and Remediation Guide.	2 or 3
5 or more correct on "Snacks" and 30 or less correct on Word Reading Assessment	This student has QUESTIONABLE preparation for Grade 2 Skills. Provide a <u>comprehensive review of all material from the Grade 2 Unit 1 Assessment and Remediation Guide</u> , before starting CKLA Grade 2 Unit 2. If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2.	3
0-4 Correct on "Snacks" and 30 or less correct on Word Reading Assessment	This student has INADEQUATE preparation for Grade 2 Skills. Provide a <u>comprehensive and intensive review of all material from the Grade 1 Assessment and Remediation Guide</u> . If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2.	Intensive Remediation

NAME: _____ DATE: _____ 7.1 Assessment

Word Reading Assessment Recording Sheet

	Words Correct	Cumulative Words Correct
CVC words w/ single-letter spellings	1. cat hot run jet wax 2. zip kid bad fog hum 3. man vet fig yes lip	/15 /15
CCVC, CVCC, CCVCC consonant clusters	4. brag grab stop spill flap 5. drip clip dust send left 6. taps dogs crust print crabs	/15 /30
Consonant digraphs	7. that song thin fill shed 8. chop sack mess stuff quiz	/10 /40
Tricky Words	9. the to a of was 10. you said they would are 11. have who one from there 12. were two your their any	/20 /60
Vowel digraphs, diphthongs, and r-controlled	13. name fine cheek home cule 14. loud book oil soon law 15. her fork card filed helped	/15 /75
Spelling alt. for consonant sounds	16. whip cent hawk germ dance 17. large knot rise serve itch	/10 /85
More spelling alt. for long vowel sounds	18. said we snow aim fight 19. funny reach fry may ski 20. bunnies making blind Pete rood	/15 /100
More spelling alt. for schwa vowel sounds	21. along work mother more done 22. apple action hurt animal bird	/10 /110
More spelling alt. for vowel sounds	23. wall now push head fault 24. new unit boy early student	/10 /120

This is a single-word reading assessment that needs to be administered individually. It consists of 120 words that contain particular spellings. The words have been sequenced to reflect the order of instruction in the CKLA program: the first fifteen words are CVC words students read in Units 3-5 of Kindergarten; the next fifteen words contain consonant clusters and are similar to the words taught in Unit 6 of Kindergarten, and so on.

WORD READING ANALYSIS CHART: GUIDELINES FOR EVALUATING RESULTS

Lines	Code Knowledge Assessed	Correct	Placement Guidelines
1-3	• CVC words with single-letter spellings (e.g., cat, dog, pig) • Taught in Units 2-5 of Kindergarten	11 or less out of 15	• NOT READY for Grade 2 Skills • Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 3)
4-6	• Initial and final consonant clusters (CCVC, CVCC, CCVCC) • Taught in Unit 6 of Kindergarten	11 or less out of 15	• NOT READY for Grade 2 Skills • Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)
7-8	• Consonant digraphs (e.g., thin, song) • Double-letter spellings for consonant sounds (e.g., stuff, rock) • Taught in Units 7 and 8 of Kindergarten	6 or less out of 10	• NOT READY for Grade 2 Skills • Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)
9-12	• 20 high-frequency Tricky Words • Most are introduced in Units 8 and 9 of Kindergarten and again in Units 1-4 of Grade 1	12 or less out of 20	• If other word reading is adequate, provide targeted remediation from Grade 2 Assessment and Remediation Guide
13-15	• Basic code spellings for "long" vowel sounds (like /ae/, /ee/), diphthongs (like /oi/, /ou/), and r-controlled vowels (/er/, /ar/, and /or/), including conventional digraph spellings (swat, shou) and split digraphs (hgq, bje) • Taught in Units 2-4 of Grade 1	10 or less out of 15	• Preparation for Grade 2 is QUESTIONABLE but may be ADEQUATE depending on performance in other sections • Provide targeted remediation from Grade 2 Assessment and Remediation Guide or Grade 1 CKLA Units 2-4 • Closely monitor student progress
16-17	• Spelling alternatives for consonant sounds, including 'tch' for /ch/, 'c' for /s/, 'g' for /j/ • Taught in Units 5 and 6 of Grade 1	7 or less out of 10	• Preparation for Grade 2 is QUESTIONABLE but may be ADEQUATE depending on performance in other sections • Provide targeted remediation from Grade 2 Assessment and Remediation Guide or Grade 1 CKLA Units 5-6 • Closely monitor student progress during Units 1-3 of Grade 2
18-20	• Spelling alternatives for the "long" vowel sounds /ie/, /oe/, /ie/, and /ee/ • Taught in Unit 7 of Grade 1	10 or less out of 15 11 or more out of 15	• Preparation for Grade 2 is ADEQUATE • Preparation for Grade 2 is STRONG
21-22	• More spelling alternatives for vowel sounds, including /u/, schwa, /er/, /or/	6 or less out of 10 7 or more out of 10	• Preparation for Grade 2 is STRONG • Preparation for Grade 2 is OUTSTANDING
23-24	• More spelling alternatives for vowel sounds, including alternatives not taught in Grade 1	6 or less out of 10 7 or more out of 10	• Preparation for Grade 2 is OUTSTANDING • Preparation for Grade 2 is OUTSTANDING

Reading Foundational Skills Summer School Plan

3rd graders with identified foundational skills gaps should be given at least one hour of targeted foundational skills instruction per day during summer school. This can be provided during core summer instruction or intervention time but should be given by teachers strong in reading foundational skills using Tier I HQIM Skills materials.

Foundational skills instruction should be provided based on students identified area of need as determined by the placement assessment. Groups/classes should be organized by general area of need (as determined by the placement assessment) such that students are instructed at their earliest point of code weakness using Tier I HQIM. This may mean that 3rd graders are placed into 2nd or 1st grade skills content.

Summer-school teachers using CKLA may select from the following summer school scope & sequences designed to address the most critical skills content from each grade. Teachers should start at the earliest point of weakness identified for most students in their group. For instance, if placement assessment results show that a group of 3rd grade students are on a 2nd grade skills level, the teacher should use the 2nd grade skills scope & sequence.

- [TN Best for All skills content](#)
 - Rising Grade 3 skills content (2nd grade level skills)
 - Rising Grade 2 Skills content (1st grade level skills)
 - Rising Grade 1 Skills content (Kindergarten level skills—should apply to few 3rd graders)
- TNTP Summer School Skills Guidance: [4 Week CKLA plan](#) or [6 Week CKLA plan](#)

Summer School skills plan for 3 rd graders at a 2 nd grade level			Summer School plan for 3 rd graders at a 1 st grade level		
Week	Focus	2nd Grade CKLA Lesson Resources	Week	Focus	1 st Grade CKLA Lesson Resources
Week 1	Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/ Tricky spellings 'a', 'o', 'i'	Unit 3, Lesson 2 Unit 3, Lesson 3 Unit 3, Lesson 6 Unit 3, Lesson 11	Week 1	Basic code spellings for long vowels (Magic E) Tricky Words: They, their	Unit 2, Lesson 1 Unit 2, Lesson 3 Unit 2, Lesson 6 Unit 2, Lesson 8
Week 2	Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/ Tricky spellings 'a', 'o', 'i'	Unit 3, Lesson 13 Unit 3, Lesson 16 Unit 3, Lesson 19 Unit 3, Lesson 20	Week 2	Basic code spellings for long vowels (Magic E) Vowel Digraphs Tricky Words: you, because, down, could, they, your, once, said, of, would	Unit 2, Lesson 12 Unit 3, Lesson 1: Replace the 10-minute spelling introduction with one of the activities from the Additional Support section listed at the end of the lesson Unit 3, Lesson 5: Replace the 15-minute spelling assessment with one of the activities from the Additional Support section listed at the end of the lesson Unit 3, Lesson 9
Week 3	Spelling alternatives for: /er/, /i/, /ie/, /oe/, /ee/, and /aw/ Tricky spellings 'e', 'ow'	Unit 4, Lesson 1: Cut introduction to spelling words; replace with an activity from the Additional Support section listed at the end of the lesson Unit 4, Lesson 6: Cut the Language portion (Spelling Words); replace with an activity from the Additional Support section listed at the end of the lesson Unit 4, Lesson 9 Unit 4, Lesson 21	Week 3	Vowel Digraphs /oo/ spelled 'oo' as in soon • /oo/ spelled 'oo' as in look • /ou/ spelled 'ou' as in shout • /oi/ spelled 'oi' as in oil • /aw/ spelled 'aw' as in paw Tricky Words: because, down, could, they, your, once, said, of, would	Unit 3, Lesson 12 Unit 3, Lesson 15: Replace the 15-minute spelling assessment with one of the activities from the Additional Support section listed at the end of the lesson Unit 3, Lesson 18 Unit 4, Lesson 1: Replace the 15-minute introduction of spelling words with one of the activities from the Additional Support section listed at the end of the lesson
Week 4	Spelling alternatives for /u/ and /a/ Tricky spellings 'a', 'e', 'o', 'o_e', and 'ou'	Unit 5, Lesson 1 Unit 5, Lesson 7 Unit 5, Lesson 11 Unit 5, Lesson 13	Week 4	R-Controlled Vowels Tricky Words: Today, tomorrow, yesterday Two syllable words	Unit 4, Lesson 4 Unit 4, Lesson 7 Unit 4, Lesson 8 Unit 4, Lesson 14

Reading comprehension:

All 3rd graders, regardless of performance on state assessment, should receive grade level reading comprehension instruction. Instructors should use Tier I 4th grade Q1 materials as an anchor—previewing early 4th grade content and/or building background knowledge and vocabulary for early 4th grade units.

For CKLA, consider:

- Open source [CKLA History and Geography](#) or [CKLA Science](#) units that strategically prepare students for 4th grade CKLA ELA content. See recommended units in the TNTP 4- and 6 week plans [here](#).
- [TN Best for All Summer School Curriculum](#) (based on CKLA)
- Build summer content around [supplemental trade books aligned to CKLA units](#)
- Use [CKLA Novel Guides](#) for summer school reading comprehension content.

Sample 3 rd Grade Summer Reading Comprehension Acceleration Plan CKLA Science and CKLA History and Geography		
GRADE	RECOMMENDED UNITS	RATIONALE
Graduating Third Graders	CKSci: Habitats and Change	<ul style="list-style-type: none"> • Builds important background knowledge that will support success in Grade 4 Unit 5: Geology. Builds important background knowledge that will support mastery of Grade 4 Science Standards (4.LS2, 4.LS4).
	CKHG Unit 7: The Thirteen Colonies	<ul style="list-style-type: none"> • Builds important background knowledge that will support success in Grade 4 Unit 7: American Revolution

Summer School Recommendations Overview

<p>Assessment</p>	<p>Step 1: Identify students scoring low in oral reading fluency on the spring universal screener or other benchmark assessments</p> <p>Step 2: Before summer school begins, give those students the skills placement assessment for their grade (typically found in unit 1 of the Tier I materials).</p> <ul style="list-style-type: none"> For students in grades 3-5, use the 2nd grade placement assessment
<p>Grouping</p>	<p>Step 3: For skills instruction only (not Knowledge/Reading Comprehension), group students for summer school instruction based on placement assessment results rather than grade level. This may require creative scheduling, such as:</p> <ul style="list-style-type: none"> Mixing students of different grade-levels (e.g. 2nd grade summer school instructors teach 2nd grade skills to exiting 2nd and some 3rd graders) Having teachers of the same grade teach different content (e.g. One 3rd grade instructor teaches 3rd grade skills to exiting 3rd graders, one teaches 2nd grade) Tier II/III instructional time is used to teach skills content at students' placement level using the Tier I materials <p>Step 3b: Grades 3-5 students who are fluent readers and who do not have foundational skills gaps should be grouped to focus on learning acceleration for reading comprehension (see step 4b below).</p> <p>Students who are not yet fluent readers but who have no foundational skills gaps should be grouped to focus on building reading fluency and on learning acceleration for reading comprehension (see step 4b below)</p>
<p>Instruction</p>	<p>Step 4a: For skills instruction, follow the summer school scope & sequence for the grade at which students placed on the placement assessment</p> <p>Step 4b: For knowledge/reading comprehension instruction, accelerate students by preparing them for the Tier I curriculum for the grade they will be entering into (e.g. prepare exiting 3rd graders for upcoming 4th grade Tier I ELA content by teaching background knowledge and vocabulary for early 4th grade units).</p>