

Ready for Grade 3 Indicators: On the Path to College and Careers

The Howard County Public School System (HCPSS) partners with families and the community to ensure that all students develop the knowledge and skills needed to be successful in the 21st century. The school system's mission indicates that HCPSS expects each student to graduate ready "to participate responsibly in a diverse and changing world." For the vast majority of HCPSS students, that means they must graduate from high school, college- and career-ready. The chart below indicates how students are expected to perform to be ready for grade 3.

Academic Achievement	Academic (Learning) Behaviors	Attendance and Punctuality	Extracurricular and Community Involvement	Responsible Behavior and Positive Attitude
Marked on or above grade level in reading and mathematics by end of grade 2 At or above national norms on SAT-10 (Stanford Achievement Test) for grade 2	Identified as exhibiting satisfactory or outstanding learning behaviors on the primary report cards (kindergarten and grades 1-2)	Attended school 96% or more of 180 days Arrived at school on time each day	Participated in school and/or community activities of interest	Followed school-wide behavioral expectations

More Tips for Preparing Your Child for Success

- 1. Develop confidence and competence.** Tell your child you believe in him/her. Share your pride and positive expectations with your child. (Say, "I know you are capable. You can do it.")
- 2. Praise your child, remembering that young children make mistakes.** (Say, "You did a great job. Everybody makes mistakes.") Reinforce the need to follow directions and rules at home and in the community.
- 3. Teach your child to be mindful of others' feelings and spaces.** Take your child into the community (grocery store, library) and model polite interactions with others.
- 4. Teach respect for the school and community.** Help your child learn to regulate his or her actions and to show care for the environment and neighborhood. (Say, "I know that paper on the floor isn't yours. Let's pick it up anyway.")
- 5. Read and do math with your child.** Take advantage of the words found on food labels, boxes, and signs in the home and community. Have your child count objects and money and measure using guess and check strategies. (Say, "Guess how many raisins are in that box?")
- 6. Develop responsibility and organization by giving your child age appropriate tasks** such as:
 - Getting clothes and backpack ready for school the night before.
 - Using his or her own alarm clock to arrive at school on time.
 - Planning for visits to a friend's house, birthday parties, etc. to teach organization. (Ask, "What needs to happen first?")

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Laying the Foundation for Grades 1-2 and Beyond

A Guide for Parents of Elementary School Students

You are Your Child's First Teacher

It matters what you do! You are your child's first teacher. The habits, attitudes, and behaviors that you model and teach now will strengthen your family routines and promote college and career readiness. For example, teaching your young child organizational skills now will prepare him or her to be organized not only in grades K-2, but will also prepare him or her for future schooling and the workforce. Being organized helps children and adults to be successful.

We encourage you to communicate regularly with your child's school and assist his or her learning at home. There are many ways to volunteer at your child's school and to be a part of the decisions made for your child's educational future. Working together, we can help your child reach his or her full potential.

Reading and Mathematics Content Highlights for Students in Grades 1-2

READING

In the primary grades, students apply knowledge of phonics – the connection of sounds to letters and words – when attempting to read unknown words.

As students move from kindergarten to 2nd grade, they learn to identify and apply knowledge of phonics ranging from consonant sounds, vowel sounds and irregular patterns to decode words. Students first learn to fix reading mistakes by looking at the pictures and initial and final consonants, and eventually learn to use their knowledge of letter sounds, words, and sentences to read unknown words.

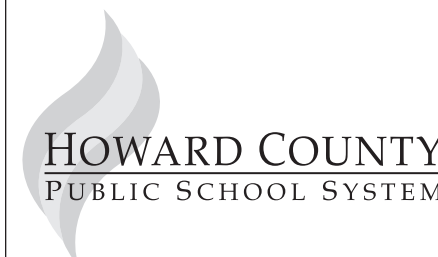
By the end of 2nd grade, students recognize at least 200 words automatically in text. Students read simple stories of fiction and informational text on familiar topics. Students learn to read text at a conversational rate and with expression. Students show their understanding of literary and informational text by summarizing, making connections between the pictures and story and identifying important facts. Students' vocabulary expands in all subject areas through discussion of text that they listen to or read independently. Students learn to express their understanding of text orally and in writing.

MATHEMATICS

Students in kindergarten and grades 1 and 2 learn about numbers and computation, early algebra concepts, geometry, measurement and data.

The central focus of these grades is the development of number sense. Ideas about numbers include place value, comparison, addition, and subtraction. Foundational number concepts include counting, ways to make ten, and even and odd numbers.

Algebraic concepts that are taught in grades 1 and 2 include patterns with numbers or shapes and finding missing numbers in addition or subtraction sentences. Students also learn about basic polygons, three-dimensional shapes, and how the two are related. Students estimate and measure attributes of objects including length, width and capacity. Interpreting bar graphs and pictographs comprises early work with data.



Students entering first grade should be able to:

- Handle a book by turning the pages correctly and tracking print on the page from top to bottom and left to right.
- Identify the cover and title of the book, show where a story begins and ends, locate repetitive words or phrases in a familiar text, develop a memory for familiar text, and demonstrate one-to-one matching of familiar text. These are print awareness skills.
- Show beginning phonemic awareness by recognizing beginning and/or ending sounds in words, identifying and producing words that rhyme, and adding a beginning sound to change a word.
- Show beginning reading behaviors by recognizing some environmental print (i.e., stop signs, restaurant signs), high frequency and familiar words, and using prior knowledge and picture cues to read text.
- Identify sounds for common consonants (phonics).
- Demonstrate comprehension by retelling a familiar story with the main events in sequence, identifying important information from the text, and explaining the connection between illustration and text.

Tips for Preparing Students for First Grade Reading at Home

- Don't leave home without it! Bring along a book or magazine any time your child has to wait, such as at a doctor's office. Always try to fit in reading!
- Encourage your child to re-read favorite books and poems. Re-reading helps kids read more quickly and accurately.
- Dig deeper into the story. Ask your child questions about the story you've just read. Say something like, "Why do you think Clifford did that?"
- Be patient when your child is trying to sound out an unfamiliar word.
- Play word games. Have your child sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.
- I read to you, you read to me. Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.
- Talk, talk, talk! Talk with your child every day about school and things going on around the house. Sprinkle some interesting words into the conversation, and build on words you've talked about in the past.
- Write, write, write! Ask your child to help you write out the grocery list, a thank you note, or letter to Grandma. When writing, encourage your child to use the letter and sound patterns he or she is learning at school.
- Visit these websites:
<http://readingrockets.org>
http://www.hcpss.org/parents/parent_tips.shtml

Tips for Preparing Students for First Grade Mathematics at Home

- Practice sorting objects. For example, use building blocks and sort them by size or color. Sort a deck of cards by the numbers or symbols on the cards.
- Count objects around the house like buttons, paperclips or blocks.
- Practice writing numbers.
- Practice rote counting (1, 2, 3, 4, 5, ...).
- Talk about numbers when you're at a store or restaurant.
- Find groups of items and talk about if they are about, close to, more, or less. For example, look at a stairway and ask how many steps there are. Are there more than 5? Is the number close to 10?
- Look for examples of shapes in your house or neighborhood.
- Visit the Elementary Mathematics SMART pages for lots of great ideas at <http://smart.hcpss.wikispaces.net>.

Students entering first grade should be able to:

- Extend patterns.
- Read and write numbers to 31.
- Count to 31.
- Tell if a quantity is about, close to, more, or less than a number.
- Identify objects that are alike and different.
- Sort and label objects by common attributes (color, size, etc).
- Recognize that the number of objects in a set remains the same when the objects are rearranged or one object is substituted with another.
- Compare and contrast circles, squares, rectangles, and triangles.
- Label objects as being small, medium, or large.
- Read and understand pictographs.

Learning Behaviors on the Report Card

Listed below are the behaviors that are important to academic learning. These behaviors are evaluated on the elementary report card.

- Responds appropriately to directions
- Recognizing rights of others with courtesy
- Follows established rules
- Takes appropriate risks
- Persists when thinking through problems
- Completes classroom assignments
- Exercises self-control
- Listens attentively
- Works with accuracy and precision
- Completes homework on time
- Works cooperatively with others
- Writes legibly