



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

September 1, 2021

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey *EGM*
State Superintendent of Education

RE: Essential Standards for 3rd Graders as Related to Portfolios

The Alabama State Department of Education (ALSDE) and the Alabama Reading Initiative (ARI) have collaborated with the Literacy Task Force (LTF) that is charged with developing the portfolio requirements for third grade students who do not meet the requirements for promotion on the Alabama Comprehensive Assessment Program (ACAP) Summative Assessment or the ACAP Supplemental Assessment. As a part of the LTF's work, essential standards were reviewed to identify the areas a third grader would be required to master as an additional opportunity for promotion to the fourth grade per the guidelines in the [Alabama Literacy Act 2019-523](#).

The following are the essential standards on which the portfolio will be based. Please use this information to ensure your curriculum supports the mastery of these standards in practice. As you reflect on the *Alabama Literacy Act* (ALA), use the [Promotion Based Decisions Visual](#) to support your understanding of the promotion paths for third graders. Additional information, including the outlining of the LTF's work on the portfolio and what steps you will need to take to collect ongoing evidence in support of students' attainment of the standards, is forthcoming. The ARI will provide additional supports and guidance for local education agencies (LEAs) through the following:

AUDIENCE	SUPPORT
ARI LEA Representative & Principals	Lunch and Learn Sessions following Coaching Communities
Elementary Curriculum Coordinators	Curriculum & Instruction Meetings through afternoon breakout sessions <ul style="list-style-type: none"> Fall: September 14, 15, 21, and 22 Winter: January 18, 19, 26, and 27
Local Reading Specialists	Coaching Communities <ul style="list-style-type: none"> September 20-24 November 15-19 or November 29-December 3 January 18-21 or January 24-27 February 22-25 or February 28-March 4 April 11-15 or April 18-22
Local Reading Specialists and Teachers	Job embedded training for LEAs, local reading specialists, and teachers through ongoing Regional Literacy Leadership Specialist Support and Regional Literacy Specialist Support

Additionally, you can reference the following graphic to support your understanding and progression of promotion opportunities for your third grade students.

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NUMBER	ESSENTIAL SKILLS	ELA COURSE OF STUDY (2016) (This is the course of study students will be tested on for the ACAP 2022.)
3-1	Decode multisyllabic words with common syllable patterns in isolation and in context	1. Decode words with common Latin suffixes. [RF.3.3b] 2. Decode multisyllable words. [RF.3.3c]
3-2	Encode multisyllabic words with common syllable patterns in isolation and in context	3. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [L.3.2e] 4. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [L.3.2f]
3-3	Read grade-appropriate text accurately, automatically at a pace that supports comprehension.	5. Read on-level text with purpose and understanding. [RF.3.4a]
3-4	Read high-frequency words commonly found in third grade text accurately and automatically.	6. Read grade-appropriate irregularly spelled words. [RF.3.3d]
3-5	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content.	7. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [L.3.4b] 8. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [L.3.4c]
3-6	Read and comprehend literary and informational texts.	9. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1] 10. Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]

We look forward to a successful year as we all work together for “Every Child. Every Chance. Every Day.” If you have any questions, please contact your Regional Literacy Leadership Specialist or Mrs. Bonnie Short, ARI Coordinator, by email at bonnie.short@alsde.edu or by telephone at 334.694.4632.

EGM:RB:KJ

Attachments

cc: LEA Chief School Financial Officers
ARI Central Office Contacts
Mrs. Angela Martin
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