



September 2025

Dear Elementary Parents and Guardians,

We are writing to share information about the **South Carolina Read to Succeed Act**. Often called *Read to Succeed*, *R2S*, or *Act 114*, this South Carolina law was first created in 2014 and was updated in 2024. The Read to Succeed Act requires educators and leaders to use the science of reading to guide teaching and classroom activities to ensure all students are reading proficiently and on grade level by 3rd Grade.

What is the science of reading?

The science of reading (SOR) is all about understanding how children learn to read based on decades of research from fields like psychology, linguistics, and education. SOR shows us the best ways to teach reading so all students can become strong, confident readers. It focuses on teaching the building blocks of reading: how to recognize sounds in words (phonics), understand how letters work together, build vocabulary, and comprehend what they are reading.

When schools use the science of reading, they're using proven methods that help students not just memorize words but really understand how reading works, which helps them succeed in school and beyond.

What does the South Carolina Read to Succeed Act mean for my student?

The legislation was created to ensure all students become proficient readers by the end of 3rd Grade, and it requires a student be held back (retained) if they score "Does Not Meet Expectations" on the 3rd grade SCREADY ELA assessment.

Though there are some exceptions to this retention requirement in the South Carolina Read to Succeed Act, **be assured that Charleston County School District's goal is that *all* students will be proficient readers by the end of 3rd Grade**. A few of the many ways we are ensuring students are becoming successful readers include:

- All elementary students receive at least 120 minutes of daily literacy instruction using our adopted curriculum aligned to the science of reading. (*Read to Succeed* only requires 90 minutes.)
- In-class teaching and extra reading interventions are based on the science of reading.
- Elementary students who are not yet reading at grade level receive additional reading intervention support provided by specially trained teachers and interventionists.
- All elementary schools are provided with a highly trained Reading Coach who is *Read to Succeed* endorsed and provides ongoing professional development to ensure student achievement.
- All elementary teachers, interventionists, reading coaches, and administrators receive specialized training in the science of reading, structured literacy, and foundational literacy skills in addition to regular support provided by CCSD's Department of Curriculum and Instruction.

How will the school keep me informed about my student's reading development?

One way the school will share your student's reading progress is by sending home the *iReady For Families* report. Your student will take the iReady assessment three times each year, once in the beginning of the year, once in the middle of the year, and once at the end of the year, so you should expect three reports.

If your student's overall iReady score is *Three or More Grade Levels Below*, *Two Grade Levels Below*, or *One Grade Level Below*, your school will take a more in-depth look into how the teacher/s and perhaps an interventionist will provide more targeted support for your student.

In addition to the iReady assessment information, you will receive progress reports and report cards each quarter, and you will have the opportunity to meet with your student's teacher for a data conference at least once this school year.

How can I help my student become a good reader?

There are many easy ways to help your student become a good reader at home! Here are just a few:

1. Alphabet (or Word) Scavenger Hunt
 - Point out letters (or words) *everywhere*—in books, billboards, at the grocery store, or on packaging. Play games like “I Spy” with letters and sounds.
2. Rhyming Treasure Hunt
 - Find objects around the house or in the neighborhood that rhyme (like “bed” and “red” or “door” and “store”). Say the words out loud and talk about how they sound the same at the end. See if your child can think of even more words that sound the same.
3. Storytelling with Pictures
 - Use family photos or picture books and ask your child to tell you a story about the pictures.
4. Letter Sound Hopscotch
 - Draw letters on the ground with chalk. Call out a letter sound and have your child hop to the matching letter.
5. Talk About the Stories You Read or Listen To Together
 - Ask questions like—
 - *What do you think will happen next? Why do you think that?*
 - *How do you think the character is feeling? How do you know?*
 - *What was your favorite part of the story? Why?*
 - *Can you tell me what happened in the story in your own words?*
 - *What do you think might happen after the story ends?*
6. Encourage Drawing and Writing
 - Let your child draw, and talk about their pictures. This helps develop early writing skills that go hand-in-hand with reading.
 - Ask your child to write or draw you a book, and then read it to you.

We are committed to ensuring all CCSD students succeed! If you have any questions about your child's progress or need more resources to support reading at home, please reach out to your child's teacher or principal. We are here to support you and your child every step of the way!

For more information about the South Carolina Read to Succeed Act and CCSD, please visit the [Read to Succeed](#) webpage on the Charleston County School District website.