



## Literacy Expectations-Kindergarten

---

- **Kindergarteners read every day.** Students should be immersed in books and reading daily; actively engaging in individual, partner, and group reading activities. In addition to learning strategies for decoding words, students should show a growing ability to make fuller use of texts. With prompting and support, students should ask and answer questions about key details in texts, recognize common types of texts, and retell familiar stories using key details. The goal for kindergarten students is to develop strategies and skills that will enable them to independently read increasingly complex texts. Their stamina for independent reading increases to 15-20 minutes or longer.
- **Kindergarteners write every day.** Kindergarten students also write every day, choosing and developing their topics. Students should use a combination of drawings and writing to compose pieces that communicate their ideas and thinking across various genres (opinion, informative/explanatory, narrative). With guidance and support, students respond to questions and suggestions to add details that strengthen their writing. Their stamina for independent writing increases to 15-20 minutes or longer.
- **Literacy Workshop Framework**  
**Reading and Writing Workshops are integrated and fluid for our students. Both comprise the components of Literacy Workshop and flow together for students to make deep connections with text. The goal is to 'read like a writer and write like a reader.'** Craft lessons are designed so that each workshop takes approximately one hour.
  - ❖ **Opening:** (10-15 min) A short reader's craft lesson where a target skill/strategy based on the TEKS is explicitly taught by the teacher. Students then practice briefly with teacher support.
  - ❖ **Work Period:** (30-50 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
  - ❖ **Closing:** (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students will show and share their work from reader's or writer's notebooks while discussing their understanding, application, and progress toward mastery of the target skill/strategy.



- **Reading & Writing Journals:** Students record comments and thoughts about daily reading based on reader's craft lesson topics. Possible journal entries include progress towards reading goal(s), responses to independent reading, and/or reflections over shared reading. Through the use of journal writing students are provided daily opportunities to review and make connections in learning, improve communication skills, practice correct grammar, and encourage creativity.
- **Read Alouds:** Teachers read aloud to students in order to model comprehension, fluency, and decoding strategies while engaging with text. Good reading habits that develop comprehension require explicit instruction and daily reinforcement by the teacher. Every day, the teacher reads interesting, challenging, and engaging texts with students modeling effective comprehension habits. Some of these include: pre-planned stopping points throughout to 'wonder' or ask questions, making connections to children's lives or experiences OR to other texts, modeling fluency and expression.
- **Shared Reading:** A structured time in which students have access to a shared text for the purpose of explicitly teaching the strategies of proficient readers Early reading behaviors. These include: directionality, voice print match, punctuation, and letter sound relationships. Students will reread the text for a specific instructional purpose individually, in pairs, or chorally with the teacher. Shared Reading texts create a body of known texts students can use for independent reading and as a resource for writing.
- **Guided Reading:** An instructional practice designed to meet the needs of all levels of readers. It provides students an opportunity to problem solve while reading for meaning. The teacher works with a small group of students who are reading at or about the same text level and have similar needs. GISD teachers use district approved resources to make informed decisions about how to best support each student's development of strategic literacy processing.
- **Book Boxes:** Provide students with texts to engage in reading independently. Developing readers need generous amounts of time for becoming successful, independent, proficient readers. Book boxes contain a supply of books that students can and want to read. This resource provides opportunities to integrate reading skills and strategies into an automatic, independent reading process.
- **Shared/Interactive Writing:** An activity in which teacher and students share the composing process; constructing words through sound analysis, developing concepts of letter, word, and punctuation, increasing letter knowledge and gaining familiarity with frequently encountered words. The teacher acts as the scribe to compose messages, stories, prose, nonfiction, etc. Students learn foundational language skills to support the development of phonological skills and attach meaning to print.
- **Word Study/Skills Block:** A daily investigation of the relationship between sounds, letters, letter-clusters, and word meanings in order to learn to read, spell, and write words efficiently. Word study includes phonemic awareness, phonics, spelling, high frequency words, handwriting, and vocabulary development.

Grade Level Reading Expectations build from the TEKS Curriculum Framework. They reflect best practices and current research, providing rigorous expectations with clearly defined statements of what students should know and be able to do as they progress through elementary school.

| Grade   | Kindergarten Literacy Mastery Expectations  |   |
|---|---|---|
| <p><b>R</b><br/><b>E</b><br/><b>A</b><br/><b>D</b><br/><b>I</b><br/><b>N</b><br/><b>G</b></p> | <p><b>Texas Primary Reading Inventory (TPRI)</b></p> <ul style="list-style-type: none"> <li>• BOY ≤ 70</li> <li>• MOY ≤ 60</li> <li>• EOY ≤ 99</li> </ul> <p><b>Tejas Lee - Español</b></p> <ul style="list-style-type: none"> <li>• BOY ≤ 88</li> <li>• MOY ≤ 113</li> <li>• EOY ≤ 135</li> </ul> <p><b>Reading Levels</b></p> <ul style="list-style-type: none"> <li>• BOY-DRA2/EDL2 - A+</li> <li>• MOY-DRA2/EDL2 - 3+</li> <li>• EOY-DRA2/EDL2 - 6+</li> </ul> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"> <li>• Reads 25+ high frequency words)</li> </ul> | <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> <li>• think critically/inferentially about different types of texts</li> <li>• make connections –at different levels of depth and complexity –both within and across texts</li> <li>• understand what makes a thematic or meaningful connection between texts</li> </ul> <p>understand the difference between effective text evidence and flawed text evidence</p> <hr/> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• the development of oral language is crucial to the kindergarten child</li> <li>• understand and be able to apply the specific academic vocabulary associated with literary and informational reading</li> </ul> |
| <p><b>W</b><br/><b>R</b><br/><b>I</b><br/><b>T</b><br/><b>I</b><br/><b>N</b><br/><b>G</b></p> | <p>Apply letter-sound knowledge and simple sentence structures to compose personal narrative and informational responses that can be read without interpretation by the student. Responses should demonstrate accurate application of foundational conventions, including:</p> <ul style="list-style-type: none"> <li>▪ correct letter formation</li> <li>▪ appropriate spacing between words and alignment to the left and right margins</li> <li>▪ capitalization of pronoun I</li> </ul> <p>accurately and automatically spelling of Kinder sight words</p>                        | <p>Students write daily. A minimum of 3 responses each six weeks grading period are used to monitor and assess students’ writing progress. Throughout the year students will demonstrate the following proficiencies:</p> <ol style="list-style-type: none"> <li>1. Dictate or write sentence to tell a story and put the sentences in chronological sequence</li> <li>2. Write short poems</li> <li>3. Dictate or write information for lists, captions or invitations</li> </ol>  |

For a comprehensive overview of *Balanced Literacy*, please reference the *GISD K-6 Elementary Literacy Framework Booklet*.

# Guide for Reading Workshop: Grades K-3

| LITERACY BLOCK  | THE TEACHING/LEARNING STRUCTURE<br>INSTRUCTIONAL DELIVERY COMPONENTS   |  |
|---|--|--|
| <p><b>READING CRAFT LESSON</b></p> <p><i>Whole Group Instruction</i></p> <p><b>I Do</b></p>   | <p><b>10-15 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Whole group, partner or independent reading/writing, guided reading/writing, and literacy stations</li> <li>❑ Comprehension strategy instruction</li> <li>❑ Reading <i>To</i> Children               <ul style="list-style-type: none"> <li>○ Read aloud</li> <li>○ Reading demonstration</li> <li>○ Interactive read aloud</li> <li>○ Shared writing</li> </ul> </li> </ul>  | <p><b>Reading Workshop:</b> Whole group craft lesson followed by partner/independent reading and reading conferences.</p> <ul style="list-style-type: none"> <li>❑ <b>Read To</b> (Read Aloud)/ <b>Read With</b> (Shared Reading): Teacher and/or students read aloud in order to build background, develop vocabulary and literary concepts, and explore expository text structure.</li> <li>❑ <b>Read With/Read By (Guided Reading):</b> Using teacher-selected text, the teacher works with small, flexible groups of students to develop comprehension and fluency of increasingly difficult texts.</li> <li>❑ <b>Read By (Independent Daily Reading):</b> Students silently read books on independent levels and respond accordingly, depending on teacher directions.</li> <li>❑ <b>Literacy Stations (to also include Science/Social Studies):</b> Students work independently to practice skills.</li> </ul> |
| <p><b>GUIDED READING</b></p> <p><i>Small Group Instruction/ Guided Practice</i></p> <p><i>Independent Practice</i></p> <p><i>Intervention</i></p> <p><b>We Do/ You Do</b></p> | <p><b>30-50 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Reading <i>With</i> Children               <ul style="list-style-type: none"> <li>○ Interactive read aloud</li> <li>○ Shared reading</li> <li>○ Guided reading</li> <li>○ Reading Workshop</li> <li>○ Reading conferences</li> <li>○ Intervention</li> </ul> </li> <li>❑ Reading <i>By</i> Children               <ul style="list-style-type: none"> <li>○ Guided reading</li> <li>○ Partner/independent reading</li> <li>○ Reading Workshop</li> <li>○ Literature circles</li> </ul> </li> <li>❑ Literacy Stations               <ul style="list-style-type: none"> <li>○ Authentic reading &amp; writing practice</li> <li>○ Independent work time</li> <li>○ Intervention</li> </ul> </li> </ul> | <p><b>Read With/Read By (Guided Reading):</b> Using teacher-selected text, the teacher works with small, flexible groups of students to develop comprehension and fluency of increasingly difficult texts.</p> <p><b>Read By (Independent Daily Reading):</b> Students silently read books on independent levels and respond accordingly, depending on teacher directions.</p> <p><b>Literacy Stations (to also include Science/Social Studies):</b> Students work independently to practice skills.</p>   |
| <p><b>REFLECTION</b></p> <p><i>Whole Group</i></p>  | <p><b>5-10 minutes</b></p> <p>(Whole class/individual/conferences)</p>   | <p><b>Reflection:</b> Students reflect on their own learning by discussing how they applied a skill or process, sharing reading/writing selections, or thinking about growth as readers and writers. This may happen in whole group discussions, small groups, or through independent responses in literacy journals.</p>  |

For a comprehensive overview of Balanced Literacy, please reference the [GISD K-6 Elementary Literacy Framework Booklet](#).

# Guide for Writing Workshop: Grades K-3

This tool is for organizing instruction in a writing workshop approach. It is a guideline for arranging schedules and integrating the curriculum components into the instructional day. The schedule is flexible, allowing for numerous variations in content, student groupings, daily time frames, and the level of teacher-directed instruction.

| BLOCKS  | THE TEACHING/LEARNING STRUCTURE<br>INSTRUCTIONAL DELIVERY COMPONENTS  |   |
|---|---|---|
| <p><b>WRITING CRAFT LESSON</b></p> <p><i>Whole Group Instruction</i></p> <p><b>I Do</b></p>   | <p><b>10-15 minutes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole group, partner or independent writing, shared writing, and writing stations</li> <li><input type="checkbox"/> Specific skill or strategy instruction</li> <li><input type="checkbox"/> Writing With Children               <ul style="list-style-type: none"> <li>○ Writing-read aloud</li> <li>○ Writing demonstration</li> <li>○ Interactive write aloud</li> </ul> </li> </ul>   | <p><b>Writing Workshop:</b> Whole group craft lesson followed by partner/independent writing and writing conferences.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Write To (Write-Aloud)/ Write With (Shared Writing):</b> Teacher and/or students write aloud in order to build background, develop writing structure to include revising and editing.</li> <li><input type="checkbox"/> <b>Write With/Write By (Guided Writing):</b> Using teacher-selected text, the teacher works with small, flexible groups of students to develop comprehension and fluency of increasingly difficult texts.</li> <li><input type="checkbox"/> <b>Write By (Independent Daily Writing):</b> Students write on independent levels and respond accordingly, depending on teacher directions. Students develop and maintain a proofreading consciousness that reflects pride in the quality of their work.</li> <li><input type="checkbox"/> <b>Literacy/Writing Work Stations:</b> Students work independently to maintain skills.</li> </ul> |
| <p><b>INDEPENDENT WRITING</b></p> <p><i>Small Group Instruction/ Guided Practice</i></p> <p><i>Intervention</i></p> <p><b>We Do/ You Do</b></p> | <p><b>30-50 minutes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing <i>With</i> Children               <ul style="list-style-type: none"> <li>○ Interactive write aloud</li> <li>○ Shared writing</li> <li>○ Guided writing</li> <li>○ Writing workshop</li> <li>○ Writing conferences</li> <li>○ Intervention</li> </ul> </li> <li><input type="checkbox"/> Writing <i>By</i> Children               <ul style="list-style-type: none"> <li>○ Guided writing</li> <li>○ Partner/independent writing</li> <li>○ Writing workshop</li> <li>○ Partner Share-Pair Share</li> </ul> </li> <li><input type="checkbox"/> Literacy/Writing Work Stations               <ul style="list-style-type: none"> <li>○ Authentic writing practice</li> <li>○ Independent work time</li> <li>○ Intervention</li> </ul> </li> </ul> | <p><b>Reflection:</b> Students reflect on their own learning by discussing how they applied a skill or process, sharing writings elections, or thinking about growth as writer. This may happen in whole group discussions, small groups, or through independent written responses.</p>   |
| <p><b>REFLECTION</b></p> <p>Whole Group</p>   | <p><b>5-10 minutes</b></p> <p>(Whole class/individual/conferences)</p>  | <p><b>Reflection:</b> Students reflect on their own learning by discussing how they applied a skill or process, sharing writings elections, or thinking about growth as writer. This may happen in whole group discussions, small groups, or through independent written responses.</p>   |

For a comprehensive overview of Balanced Literacy, please reference the [GISD K-6 Elementary Literacy Framework Booklet](#).