



Literacy Expectations-Second Grade

- **Second graders read every day.** Students should be immersed in books and reading daily; actively engaging in individual, partner, and group reading activities. Students enjoy stories that verify and extend their own experiences with friends, family, and school. Texts have more characters and longer plots, including easy chapter books and beginning series books. Their stamina for independent reading increases to 25-30 minutes or longer.
- **Second graders write every day.** Students choose and develop their topics. They are often most comfortable writing about personal experiences but also write about the things they learn or experience in math, science and social studies. Their stamina for independent writing increases to 25-30 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.
- **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 who 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.
- **Reading and Writing Conferences:** Conferences are short interactions between a teacher and an individual student or group of students during the work period of Reader's/Writer's Workshop. During conferences, teachers check on student progress, work to meet students' individual learning needs, and work with students to set learning goals.

- **Browsing Boxes:** To provide students with texts in which they can engage in independent reading. These books are chosen by the student and/or teacher, with emphasis on student self-selection. Each student should have texts from various genres.
- **Shared/Interactive Writing:** An activity in which the 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:** Word Study is 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	Second Grade Literacy Mastery Expectations	
R E A D I N G	<p>Texas Primary Reading Inventory (TPRI)</p> <ul style="list-style-type: none"> • BOY \leq 77 • MOY \leq 75 • EOY \leq 88 <p>Tejas Lee - Español</p> <ul style="list-style-type: none"> • BOY \leq 89 • MOY \leq 106 • EOY \leq 130 <p>Reading Levels:</p> <ul style="list-style-type: none"> • BOY DRA2/EDL2 - 18+ • MOY DRA2/EDL2 - 20-24+ • EOY DRA2/EDL2 - 28+ <p>Word Recognition:</p> <ul style="list-style-type: none"> • Reads 300+ high frequency words (Fry's/District's) <p>Fluency Levels:</p> <ul style="list-style-type: none"> • BOY=70+ • MOY=90+ • EOY=112+ 	<p>Vocabulary</p> <ul style="list-style-type: none"> • understand and be able to apply the specific academic vocabulary associated with literary and informational reading <hr/> <p>Comprehension</p> <ul style="list-style-type: none"> • 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) • think critically/inferentially about different types of texts • make connections—at different levels of depth and complexity—both within and across texts • understand what makes a thematic or meaningful connection between texts •
	W R I T I N G	<p>Write 2-4 complete paragraphs (3-5 sentences minimum) that tie together. Paragraphs have coherence and a central idea is introduced within the paragraphs. Sentences within the paragraph use correct conventions.</p> <ul style="list-style-type: none"> ▪ K-1 language conventions are applied accurately and automatically. ▪ Capitalization and punctuation are used to mark simple sentences. However, more sophisticated sentences may lack appropriate sentence boundaries. ▪ Proper names are capitalized. <p><u>ELA</u></p> <ul style="list-style-type: none"> ▪ Apostrophes are used in simple contractions. ▪ consistent, accurate spelling of K-2 sight words, grade level vocabulary, and academic language <p><u>SLA</u></p> <ul style="list-style-type: none"> ▪ Words that have a prosodic or orthographic accent on the last syllable (palabras agudas) and second-to-last syllable (palabras graves) ▪ Words commonly used in questions and exclamations and verbs in the simple past in the indicative mode (marking accents appropriately) ▪ Abbreviations (e.g., Sr., Dra.) ▪ consistent, accurate spelling of K-2 sight words, grade level vocabulary, and academic language

Guide for Reading Workshop: Grades K-3

LITERACY BLOCK	THE TEACHING/LEARNING STRUCTURE INSTRUCTIONAL DELIVERY COMPONENTS	
<p>READING CRAFT LESSON</p> <p><i>Whole Group Instruction</i></p> <p>I Do</p>	<p>10-15 minutes</p> <ul style="list-style-type: none"> ❑ Whole group, partner or independent reading/writing, guided reading/writing, and literacy stations ❑ Comprehension strategy instruction ❑ Reading <i>To</i> Children <ul style="list-style-type: none"> ○ Read aloud ○ Reading demonstration ○ Interactive read aloud ○ Shared writing 	<p>Reading Workshop: Whole group craft lesson followed by partner/independent reading and reading conferences.</p> <ul style="list-style-type: none"> ❑ Read To (Read Aloud)/ Read With (Shared Reading): Teacher and/or students read aloud in order to build background, develop vocabulary and literary concepts, and explore expository text structure. ❑ Read With/Read By (Guided Reading): Using teacher-selected text, the teacher works with small, flexible groups of students to develop comprehension and fluency of increasingly difficult texts.
<p>GUIDED READING</p> <p><i>Small Group Instruction/ Guided Practice</i></p> <p><i>Independent Practice</i></p> <p><i>Intervention</i></p> <p>We Do/ You Do</p>	<p>30-50 minutes</p> <ul style="list-style-type: none"> ❑ Reading <i>With</i> Children <ul style="list-style-type: none"> ○ Interactive read aloud ○ Shared reading ○ Guided reading ○ Reading Workshop ○ Reading conferences ○ Intervention ❑ Reading <i>By</i> Children <ul style="list-style-type: none"> ○ Guided reading ○ Partner/independent reading ○ Reading Workshop ○ Literature circles ❑ Literacy Stations <ul style="list-style-type: none"> ○ Authentic reading & writing practice ○ Independent work time ○ Intervention 	<ul style="list-style-type: none"> ❑ Read By (Independent Daily Reading): Students silently read books on independent levels and respond accordingly, depending on teacher directions. ❑ Literacy Stations (to also include Science/Social Studies): Students work independently to practice skills.
<p>REFLECTION</p> <p><i>Whole Group</i></p>	<p>5-10 minutes</p> <p>(Whole class/individual/conferences)</p>	<p>Reflection: 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 INSTRUCTIONAL DELIVERY COMPONENTS	
<p>WRITING CRAFT LESSON</p> <p><i>Whole Group Instruction</i></p> <p>I Do</p>	<p>10-15 minutes</p> <ul style="list-style-type: none"> ❑ Whole group, partner or independent writing, shared writing, and writing stations ❑ Specific skill or strategy instruction ❑ Writing With Children <ul style="list-style-type: none"> ○ Writing-read aloud ○ Writing demonstration ○ Interactive write aloud 	<p>Writing Workshop: Whole group craft lesson followed by partner/independent writing and writing conferences.</p> <ul style="list-style-type: none"> ❑ Write To (Write-Aloud)/ Write With (Shared Writing): Teacher and/or students write aloud in order to build background, develop writing structure to include revising and editing. ❑ Write With/Write By (Guided Writing): Using teacher-selected text, the teacher works with small, flexible groups of students to develop comprehension and fluency of increasingly difficult texts. ❑ Write By (Independent Daily Writing): 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. ❑ Literacy/Writing Work Stations: Students work independently to maintain skills.
<p>INDEPENDENT WRITING</p> <p><i>Small Group Instruction/ Guided Practice</i></p> <p><i>Intervention</i></p> <p>We Do/ You Do</p>	<p>30-50 minutes</p> <ul style="list-style-type: none"> ❑ Writing <i>With</i> Children <ul style="list-style-type: none"> ○ Interactive write aloud ○ Shared writing ○ Guided writing ○ Writing workshop ○ Writing conferences ○ Intervention ❑ Writing <i>By</i> Children <ul style="list-style-type: none"> ○ Guided writing ○ Partner/independent writing ○ Writing workshop ○ Partner Share-Pair Share ❑ Literacy/Writing Work Stations <ul style="list-style-type: none"> ○ Authentic writing practice ○ Independent work time ○ Intervention 	<p>Reflection: 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>REFLECTION</p> <p>Whole Group</p>	<p>5-10 minutes</p> <p>(Whole class/individual/conferences)</p>	<p>Reflection: 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>

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