

## Second Grade Reading Overview 2023 - 2024

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

**Included at the end of this document, you will find:**

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content

**To advance to particular grading period, click on a link below.**

- [Grading Period 1](#)
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- [Grading Period 4](#)

**At Home Connections:**

- Encourage children to read daily from books they want to read, even if they appear too easy or too difficult. Keep reading fun rather than a chore.
- Read a chapter book aloud to your child of any age. You may want to share favorite books from your childhood.
- Encourage children to write daily about topics of their choice.
- Encourage children to read and talk about the books they are reading to a family member, friend, pet, or stuffed animal/toy.
- Have children record themselves reading on a computer or phone.
- Have children keep a daily log of the learning activities they are doing each day, perhaps rating themselves or reflecting on how well they did and setting goals for the next day.
- Have children write book recommendations to others.
- Discuss lessons that characters in books learn. Have your child write about how they might have handled the situation differently than the character.

### Grading Period 1

#### Unit 1: Launching Reading Workshop

Estimated Date Range: 8/10- 9/08

Estimated Time Frame: 22 days

**Unit Overview:**

In this unit, students will be introduced to the structure and routines of reading workshop. The year begins by implementing Reading Workshop—a structure in which teachers can meet the instructional needs of students through four components:

- Time- learners read, interact with, and respond to text daily

- Ownership- learners read self-selected books from classroom libraries
- Sharing- learners collaborate with partners and/or club members about text they read
- Community- learners are immersed in print- rich, talk-rich, inviting classrooms safety and consistency

The first concept of this unit, *Readers Build a Reading Community*, focuses on building a reading community. Students will learn that they are all readers and talk about the experiences they have had as readers.

The second concept of this unit, *Readers Read and Discuss Books with Others*, teaches the importance of talking about reading with others. Students will learn to talk to one another as well as learn the format and expectations for talking with the teacher in small group on conferences about their reading.

The third concept of this unit, *Readers Read and React to Traditional Tales*, focuses on thinking about what is being read and reacting to it. Students will focus on making connections, asking questions, and leaving tracks of their thinking in traditional tales.

**At Home Connections:**

- When students finish reading, you might ask questions such as:
  - What happened in your book?
  - What was your favorite part?
  - Was anything confusing?
- Cook together and have your student read the recipe to you.
- Choose a series to begin reading to your student. Sometimes you will read and other times your student will read. For ideas of series visit <https://imaginationoup.net/chapter-book-series-2nd-graders/>.

<b>Concepts within Unit #1</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this unit</b>
Concept #1: Readers Build a Reading Community  2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.5(A), 2.6(A), 2.6(E), 2.6(B), 2.7(D), 2.8(C)	<ul style="list-style-type: none"> <li>• Discusses stories read aloud – including the plot and theme</li> <li>• Understands the expectations of Reading Workshop and participates successfully</li> <li>• Participates in a reading conference</li> <li>• Participates in a small group</li> <li>• Discusses text read independently</li> <li>• Responds to reading by writing</li> </ul>
Concept #2: Readers Read and React to Books  2.9(A), 2.10(A), 2.6(I), 2.13(A), 2.6(A), 2.6(F), 2.5(A), 2.8(C), 2.8(A)	
Concept #3: Readers Read and Discuss Books with Others  2.9(A), 2.10(A), 2.6(I), 2.1(A),2.1(C), 2.6(E), 2.6(B),2.7(D), 2.6(F), 2.5(A), 2.8(C), 2.8(A)	
Phonics, Spelling and Word Study  2.2(A)ii, 2.2(A)iii, 2.2(A)iv, 2.2(B)i, 2.2(B)ii, 2.2(B)iii, 2.2(B)v, 2.2(C)i, 2.2(C)ii	
Integrated Standards 2.4(A), 2.7(A),2.6(B), 2.6(D), 2.6(C),2.2(E)	
<b>Unit 2: Readers Think Deeply About Fiction</b> Estimated Date Range: 9/11 – 10/06 Estimated Time Frame: 19 days	
<p><b>Unit Overview:</b>            In this unit, children will be reading fiction stories. Students will learn about the structure and purpose of fiction as well as work on making inferences throughout this unit.</p>	

The first concept of this unit, *Readers Know What to Expect in Fiction*, focuses on story elements. Students will explore the setting, character, big events, problem, and solution. Students will also be comparing plots of stories in order to find similarities and differences among authors and within the fiction genre.

The second concept of this unit, *Readers Make Inferences about a Character*, focuses on making inferences. Students will learn that authors don't tell the reader everything. Students will learn to make a variety of inferences about characters in order to understand and enjoy the text the way the author intends them to.

**At home Connections:**

- Choose a series to begin reading with your student. (ex – Magic Tree House, Ivy and Bean, Encyclopedia Brown, Boxcar Children, A to Z Mysteries)
- When students finish reading, you might ask questions such as:
  - What happened in your book?
  - What was your favorite part?
  - Was anything confusing?
  - What happened in the beginning, middle, end of the story?
  - What was the problem in the story?
  - How did \_\_\_\_\_ solve it?
  - Tell me about (character).
  - Did anyone learn a lesson in the story?

<b>Concepts within Unit # 2</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this unit</b>
Concept #1: Readers Know What to Expect in Fiction 2.6(I), 2.6(F), 2.10(A), 2.8(B),2.8(C),2.7(D), 2.8(A), 2.10(E), 2.6(C), 2.8(C)	<ul style="list-style-type: none"> <li>• Retells stories that are read aloud and independently</li> <li>• Determine the author’s purpose for writing the text</li> <li>• Discusses and writes about the plot and theme in texts read aloud and independently</li> <li>• Discusses and writes about character traits</li> <li>• Monitors their reading by re-reading things that don’t make sense</li> <li>• Uses reading strategies before, during, and after reading to solve tricky words and to understand texts</li> </ul>
Concept #2: Readers Make Inferences About Characters 2.6(I), 2.6(F), 2.10(A), 2.8(B),2.8(C),2.7(D), 2.8(A), 2.10(E), 2.6(C), 2.8(C)	
Phonics, Spelling and Word Study 2.2(A)ii, 2.2(A)iii, 2.2(A)iv, 2.2(B)i, 2.2(B)ii, 2.2(B)iii, 2.2(B)v, 2.2(C)i, 2.2(C)ii, 2.2(C)iii, 2.2(C)v	
Integrated Standards 2.4(A), 2.7(A), 2.6(B), 2.6(D), 2.7(C), 2.7(E), 2.4(A), 2.7(A), 2.6(B), 2.5(A), 2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.6(E), 2.2(E)	

**Grading Period 2**

**Unit 3: Readers Examine Characters and Dialogue**

Estimated Date Range: 10/11 - 11/17

Estimated Time Frame: 27 days

**Unit Overview:**

In this unit, students will concentrate on the characters they meet in their books, and think about how they can get to know them as people, by paying attention to the things that they say and do, the kinds of people they are, and what is revealed about them as the story unfolds.

In concept one, *Readers Think About Characters’ Struggles*, students study characters and think about the types of problems the character faces and how the character responds.

In concept two, *Readers Get to Know Characters’ Traits, Feelings, and Motivations*, students infer how characters feel, the reasons for their actions, and their character traits. Students also think about how the character has changed and think about life lessons the character has learned.

In concept three, *Readers Pay Attention to Dialogue*, students dive into the genre of drama and study characters through dialogue.

**At home Connections:**

- Read a book that has been turned into a movie and then watch the movie. Discuss the differences with your student. (ex – Tale of Despereaux, Where the Wild Things Are, Matilda, Charlie and the Chocolate Factory)
- Discuss characters in books your child is reading.
- Act out a favorite book with your student.

<b>Concepts within Unit # 3</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this unit</b>
Concept #1: Readers Think About Characters’ Struggles  2.6(F), 2.10(A), 2.8(A), 2.8(C), 2.13(A), 2.8(D), 2.10(D), 2.10(B), 2.6(I), 2.10(E), 2.7(D), 2.6(E), 2.6(B)	<ul style="list-style-type: none"> <li>• Discusses and writes about the plot</li> <li>• Makes inferences and predictions about characters</li> <li>• Discusses the theme of stories read aloud and independently</li> <li>• Responds to reading by writing in a variety of ways</li> <li>• Identifies main characters and thinks about the character’s actions and feelings</li> <li>• Discusses character’s feelings and how they have changed throughout the text</li> <li>• Uses word solving strategies to help with fluency and confidence</li> </ul>
Concept #2: Readers Get to Know Characters’ Traits, Feelings, and Motivations  2.6(F), 2.8(B), 2.10(A), 2.8(A), 2.8(C), 2.10(B), 2.6(I), 2.10(E), 2.7(D), 2.6(E), 2.6(B)	
Concept #3: Readers Pay Attention to Dialogue  2.10(A), 2.10(B), 2.6(I), 2.8(D), 2.10(D), 2.8(C), 2.9(C), 2.7(D), 2.6(B), 2.6(F), 2.8(B), 2.8(A)	
Phonics, Spelling and Word Study  2.2(A)iii, 2.2(B)i, 2.2(B)iv, 2.2(B)vii, 2.2(B)vi, 2.2(C)i, 2.2(C)ii, 2.2(C)iii, 2.2(C)v, 2.2(C)vi, 2.2(D)x, 2.3(C)	
Integrated Standards  2.4(A), 2.7(C), 2.7(E), 2.4(A), 2.6(B), 2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.6(C), 2.2(E), 2.5(A)	
<p align="center"> <b>Unit 4: Readers Study Poetry</b>            Estimated Date Range: 11/27-12/15            Estimated Time Frame: 15 days         </p>	

**Unit Overview:**

In this unit, students will listen to poetry, read it to themselves and aloud, think about what the poet is saying, notice craft techniques the poet uses, and interact with the message of the poem. Students will learn to explain what a poem means, describe the images they see when reading a poem, and identify words and phrases that give rhythm and meaning to the poem.

In concept one, *What is Poetry and How Do I Read It?*, students are immersed into the genre of poetry and notice the structure. Students learn that poetry has a rhythm and is meant to be read with emotion.

In concept two, *Readers of Poetry Discover the True Meaning of a Poem*, students dive deeper into poems and look for what the poet is really trying to say.

**At home Connections:**

- Read or listen to poems, nursery rhymes, and song lyrics with your child. Afterwards, discuss:
    - Rhyming words
    - Figurative language
- Words the poet/songwriter uses to help you picture the words in your mind

Concepts within Unit # 4	Success Criteria for this unit
<a href="#">Link to TEKS</a> Concept #1: What is Poetry and How Do I Read It? 2.10(D), 2.6(I), 2.6(F), 2.10(A), 2.9(B), 2.10(F), 2.10(B), 2.10(D) Concept #2: Readers of Poetry Discover the True Meaning of a Poem 2.6(D), 2.6(I), 2.6(F), 2.10(A), 2.10(D), 2.9(B), 2.10(F), 2.10(B), Phonics, Spelling and Word Study 2.2(A)iii, 2.2(B)iii, 2.2(B)iv, 2.2(B)v, 2.2(B)vii, 2.2(C)iii, 2.2(C)vi, 2.3(A), 2.3(B), 2.3(D) Integrated Standards 2.4(A), 2.7(A), 2.6(B), 2.6(D), 2.7(D), 2.7(C), 2.7(E), 2.6(D), 2.6(B), 2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.6(E), 2.6(C), 2.2(E), 2.5(A)	<ul style="list-style-type: none"> <li>• Identifies and recognizes structures and characteristics of poetry</li> <li>• Makes inferences to understand the meaning of poetry</li> <li>• Understands that poetry can evoke emotion and ideas within the reader</li> <li>• Respond to reading by drawing and writing</li> <li>• Uses word solving strategies to think about rhythm, rhyme, and powerful language</li> <li>• Uses word solving strategies to help with fluency and confidence</li> </ul>

**Grading Period 3**

Unit 5: Readers Think Deeply About Informational Texts

Estimated Date Range: 1/04 -2/15

Estimated Time Frame: 30 days

**Unit Overview:**

In this unit, students discover more about the world through informational books. Students will learn that readers read to learn, and that books can teach them things they may not otherwise learn or experience. Second graders will read nonfiction texts that are at their level, applying metacognitive strategies, and making sense of what they are learning.

The first concept of the unit, *Readers Know What to Expect in Narrative Nonfiction*, introduces students to the genre of Narrative Nonfiction. Students will learn about the structure and purpose of the genre.

The second concept of the unit, *Readers Make Inferences About a Topic Using Text Features*, students make inferences about information they are reading, vocabulary words, and pictures.

The third concept of the unit, *Readers Know What to Expect in Informational Text*, immerses students into nonfiction texts and notice the features and organization of the informational genre and how they help the reader understand the text.

The fourth concept of the unit, *Readers Think About the Text*, students will look for connections between informational texts and share their opinions about the books they have read.

**At home Connections:**

- Cook together and have your student read the recipe to you.
- Choose a person from history, and read a biography with your child.
- For nonfiction books, ask questions such as:
  - What is this book mostly about?
  - What can you tell me about the photograph/illustration?

What did you learn about \_\_\_\_\_?

<b>Concepts within Unit # 5</b> <a href="#">Link to TEKS</a>	<b>Success criteria for this unit</b>
Concept #1: Readers Know What to Expect in Narrative Nonfiction  2.6(I), 2.6(F), 2.7(D), 2.10(B), 2.10(A), 2.10(C), 2.9(B)i, 2.9(B)ii, 2.7(F), 2.6(G)	<ul style="list-style-type: none"> <li>• Discuss the difference between and fiction and informational texts</li> <li>• Determine the author’s purpose for writing the text</li> <li>• Retell the important information from a text</li> <li>• Determine central idea and central idea</li> <li>• Respond to reading by writing</li> <li>• Use strategies to read and comprehend text</li> <li>• Use text features to understand more about a topic</li> </ul>
Concept #2: Readers Know What to Expect in Informational Text  2.6(I), 2.6(F), 2.10(A), 2.10(C), 2.9(B)i, 2.7(D), 2.10(B), 2.7(F), 2.6(G), 2.6(H), 2.6(C)	
Concept #3: Readers Make Inferences about a Topic Using a Text Feature  2.6(I), 2.10(A), 2.10(C), 2.9(B)i, 2.9(B)ii, 2.7(D), 2.6(F), 2.10(B), 2.7(F), 2.6(G)	
Phonics, Spelling and Word Study  2.2(A)iii, 2.2(B)iii, 2.2(B)iv, 2.2(B)v, 2.2(B)vii, 2.3(A), 2.3(B), 2.3(D), 2.2(E), 2.2(C)i, 2.2(C)ii, 2.2(C)iii, 2.2(C)v	
Integrated Standards  2.5(A), 2.4(A), 2.7(A), 2.6(B), 2.6(D), 2.7(C), 2.7(E), 2.4(A), 2.7(A), 2.6(B), 2.6(D), 2.6(B), 2.2(E), 2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.1(E), 2.6(E)	

**Unit 6: Readers Are Researchers**

Estimated Date Range: 2/20 -3/08

Estimated Time Frame: 13 days

**Unit Overview:**

In this unit, students will work deeply in informational text and make decisions regarding how to use it for research purposes. Students will be introduced to features of research and ways authors gather information and ideas. This unit of reading is closely linked to research in writing.

In concept one, *Researchers Explore What They Want to Research and Dig Deeper into the Topic*, students are introduced to the genre of research. Students brainstorm topics they are interested in and read about them.

In concept two, *Researchers Read to Gather Facts*, students continue to read informational texts and look for facts applicable to their research.

In concept three, *Researchers Make a Plan and Publish Their Work*, students work on organizing their information. Once it is organized, students will present their research in various ways.

**At home Connections:**

- Discuss the text you or your child reads by asking:
  - What was your favorite part?
  - What happened in the book?
  - Is there anything that was confusing?
  - Tell me about what you read/heard.
  - What words did the author use to help you picture what was being read?
  - Why do you think the author included this photograph/illustration?

Concepts within Unit # 6 <a href="#">Link to TEKS</a>	Success criteria for this unit
Concept #1: Researchers Explore What They Want to Research and Dig Deeper into the Topic  2.13(A), 2.13(C), 2.13(D), 2.10(A), 2.10(C), 2.9(B)i, 2.6(G), 2.9(D)ii, 2.9(E)ii, 2.7(D), 2.10(B), 2.6(E), 2.7(F), 2.13(E)	<ul style="list-style-type: none"> <li>• Retell the important information from a text read aloud</li> <li>• Use strategies to read and comprehend text</li> <li>• Make inferences about a topic</li> <li>• Make connections across texts to build an understanding about a topic</li> <li>• Identify the topic or central idea and details of a text</li> <li>• Use text features to understand more about a topic</li> <li>• Gather information about a topic</li> <li>• Organize information about a topic</li> </ul>
Concept #2: Researchers Read to Gather Facts  2.13(A), 2.13(B), 2.13(C), 2.13(D), 2.9(B)i, 2.6(G), 2.9(D)ii, 2.9(E)ii, 2.7(D), 2.10(B), 2.7(F), 2.13(E), 2.6(E), 2.10(A), 2.10(C)	
Concept #3: Researchers Make a Plan and Publish Their Work  2.11(A), 2.11(B), 2.11(C), 2.11(D), 2.11(E), 2.10(A), 2.13(E), 2.13(F), 2.13(G), 2.12(B), 2.10(B), 2.10(C), 2.11(B)i, 2.11(B)ii, 2.11(D)viii, 2.13(E), 2.6(E)	
Phonics, Spelling and Word Study  2.2(A)iii, 2.2(B)i, 2.2(B)iii, 2.2(B)iv, 2.2(B)vii, 2.2(C)iii, 2.2(C)vi, 2.2(C)vii, 2.3(C), 2.2(D), 2.3(D), 2.2(B), 2.3(D)	
Integrated Standards  2.4(A), 2.7(A), 2.6(B), 2.6(D), 2.7(E), 2.6(B), 2.1(A), 2.1(B), 2.1(C), 2.5(A), 2.1(D), 2.1(E), 2.2(E), 2.6(C)	

## Grading Period 4

### Unit 7: Readers Study Authors

Estimated Date Range: 3/18 -4/12

Estimated Time Frame: 18 days

In this unit, students will spend time immersing themselves in the work of several authors as they begin to recognize and discuss features, style, and themes the writer uses.

In Concept 1, *Readers Learn About Authors They Love*, students will read multiple books by several authors. Students will enjoy the stories they write and learn about the authors' lives.

In Concept 2, *Readers Make Connections and Inferences About Authors*, they will learn about ways in which authors generate ideas for their writing, the relationship between the author's life and his/her writing, the author's craft techniques, and common themes found in books by each writer.

**At home Connections:**

- Research a topic that your child is interested in together. For example, if your child asks a question about Texas you can research by using the internet or finding books to learn more about Texas together.

Concepts within Unit # 7 <a href="#">Link to TEKS</a>	Success criteria for this unit
Concept #1: Readers Learn About Authors They Love  2.13(A), 2.10(B), 2.10(C), 2.10(D), 2.7(D), 2.6(F), 2.7(C), 2.10(A), 2.6(E), 2.8(B), 2.8(C)	<ul style="list-style-type: none"> <li>• Recognize and discuss characteristics and purpose of specific authors' writing</li> <li>• Discuss author's craft</li> <li>• Describe the setting, problem, and resolution in a story read aloud and independently</li> <li>• Discuss and write about the plot and/or central idea</li> <li>• Respond to reading by writing</li> <li>• Use strategies to read and comprehend text</li> </ul>
Concept #2: Readers Make Connections and Inferences About Authors  2.13(A), 2.10(A), 2.10(B), 2.10(C), 2.10(D), 2.6(F), 2.7(D), 2.7(C), 2.6(E), 2.8(B), 2.8(C),	
Phonics, Spelling and Word Study  2.2(A)iii, 2.2(B)i, 2.2(B)iv, 2.2(B)vii, 2.2(B)vi, 2.2(C)iii, 2.2(C)vi, 2.2(C)vii, 2.2(D)x, 2.3(C)	
Integrated Standards  2.4(A), 2.7(A), 2.6(D), 2.7(E), 2.4(A), 2.6(B), 2.6(B), 2.1(A), 2.1(B), 2.1(C), 2.1(D), 2.6(C), 2.2(E), 2.5(A)	

### Unit 8: Readers Study Series

Estimated Date Range: 4/15 -5/23

Estimated Time Frame: 29 days

**Unit Overview:**

In this unit, students will work in book clubs and continue learning how to talk about their books and ideas, revise their thinking based on the ideas of others, and compare and contrast books within a series and across series.

In the first concept, *Readers Get to Know a Series*, students read a series and learn about the characters, the types of problems he or she faces, and predict what will happen next.



In the second concept, *Readers Grow and Refine Ideas About a Series by Talking to Others*, students read the text and make inferences about the characters, text, and series. Students will spend time engaging in literary discussions with others reading the same series.

In the third concept, *Readers Celebrate Their Reading*, readers will reflect on all they have learned as a reader and about the series. Students will complete a book talk about one of the books in their series.

**At home Connections:**

- Choose a series to read with your child. You can also read the book separately and then set aside a time to discuss it.

<b>Concepts within Unit # 8</b> <a href="#">Link to TEKS</a>	<b>Success criteria for this unit</b>
Concept #1: Readers Get to Know a Series  2.6(F), 2.8(A), 2.8(B), 2.8(C), 2.6(B), 2.10(B), 2.6(C), 2.6(E), 2.10(D)	<ul style="list-style-type: none"> <li>• Discusses and write about the plot</li> <li>• Follows a character across multiple texts</li> <li>• Makes inferences and predictions about characters</li> <li>• Discusses the theme of stories</li> <li>• Responds to reading by writing</li> <li>• Identifies main characters and thinks about the character’s actions and feelings</li> <li>• Discusses character’s feelings and how they have changed throughout the text</li> <li>• Uses word solving strategies to help with fluency and confidence</li> </ul>
Concept #2: Readers Grow and Refine Ideas About a Series by Talking to Others  2.6(F), 2.10(A), 2.8(A), 2.8(C), 2.6(G), 2.6(E)	
Concept #3: Readers Celebrate Their Reading  2.1(C), 2.1(D), 2.8(C), 2.6(E), 2.8(B), 2.8(A)	
Phonics, Spelling and Word Study  2.2(A)iii, 2.2(B)i, 2.2(B)iii, 2.2(B)iv, 2.2(B)vii, 2.2(C)iii, 2.2(C)vi, 2.2(C)vii, 2.2(D)x, 2.3(D), 2.3(C)	
Integrated Standards  2.4(A), 2.7(A), 2.6(B), 2.6(D), 2.7(E), 2.1(A), 2.1(B), 2.1(E), 2.6(C), 2.2(E), 2.5(A)	

**Glossary of Curriculum Components**

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Competency—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

Learning Progression—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student’s current level of understanding of the competencies using the Learning Progressions.

Proficient—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

## Parent Supports

The following resources provide parents with ideas to support students’ understanding

- [Make the Most of Reading Aloud](#)
  - [How to Help a Child Choose a Book](#)
  - [How to Encourage Higher Order Thinking](#)
  - [How to Help Expand Your Child’s Vocabulary](#)
- [Children’s Books and Authors](#)-Resources to help find books and get students excited about reading

## Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows for students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy consists of four components: Interactive Read Aloud, Reading Workshop, Writing, Workshop, Phonics and Word Study.

**Interactive Read Aloud**-Teachers model and guide students to use reading strategies and notice techniques that author’s use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

**Reading Workshop**-During reading workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will conference with the student or pull small groups.

**Writing Workshop**-During Writing workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will conference with the student or pull small groups.

**Phonics and Word Study**-During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.

