**Wilson School District**

**SECOND GRADE**

**ESSENTIAL LITERACY PROGRAM COMPONENTS**

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| **YES** | **NO** | **COMPONENT** |
|  |  | A vocabulary/word wall is evident and in easy view of my students |
|  |  | Whole group/small group/whole group model is evident   * Explicit whole group instruction and flexible small group instruction for all students * Below level readers meet with classroom teacher for small group instruction most frequently (no less than 4 times per week) |
|  |  | While students are engaged with small group, teacher led instruction, other students are highly engaged in:   * Rereading familiar books * Writing responses to their reading * Fluency practice and evaluation * Reading texts at an independent level and demonstrating meta-cognitive strategies * Guided writing * Daily five * Workstations   Small group instruction can include:   * Guided skill/strategy instruction * Literature circles * Book clubs |
|  |  | Reading and Writing Workshop   * Self selection of texts and writing topics (in addition to teacher directed prompts, texts, responses, etc) * Texts are selected based on student need within instructional levels from a variety of materials * Reading and writing taught as a processes * Teacher think alouds and modeling of own reading and writing processes * Reading and writing across content areas * Engagement in higher level thinking and questioning |
|  |  | Social, collaborative activities with meaningful discussion and interaction   * Accountable talk –used, modeled, and applied * Teacher feedback is timely, specific, and constructive |
|  |  | Gradual release of responsibility   * I-do, We-do, You-do * Students engaged in meta-cognition, self evaluation, and goal setting |
|  |  | Formative assessments of reading habits, attitudes, and comprehension to measure success |