



Literacy Expectations-Seventh/Eighth Grade

- **Junior High students read every day.** Students should write or talk about what they are reading on a daily basis. Books for junior high students include a variety of genres as well as a focus on novels with complex characters, figurative language, and complex plots. The goal for students is to secure a habit of monitoring their understanding as they read, as well as breaking up more complex texts as they are reading into smaller segments. Their stamina for independent reading increases to 40 minutes or longer.
- **Junior High students write every day.** They write about personal experiences and develop expository pieces that include main ideas that are at least somewhat supported. Students also revise by re-reading to make sure their message makes sense and edit for conventions. Their stamina for independent writing increases to 40 minutes or longer.
- **Literacy Workshop:** The following format should be used during each workshop.
 - Opening: (10-15 min) A short literacy 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 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small literacy groups and/or 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 often show their work from literacy journals/notebooks while discussing their understanding and application of the target skill/strategy.
- **Literacy 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.
- **Book Clubs:** An instructional practice designed to get students excited about reading as well as deepen their comprehension. It consists of 4-6 students reading the same text, corresponding texts, texts on the same topic, or by the same author. Students should be practicing strategies, responding to the text, then meeting with their book club group for enriching discussions that will enhance their comprehension.
- **Reading and Writing Conferences:** Conferences are short interactions between a teacher and an individual student or group of students during the work period of Literacy Workshop. During conferences, teachers check on student progress, work to meet students' individual learning needs, and work with students to set learning goals.

- **Classroom Library:** The purpose is 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.
- **Reading/Writing Workshop Bridge** is a daily routine in which the teacher models academic vocabulary, word study, and reading like a writer while incorporating grammar, handwriting, and spelling skills.

Reading/Writing Workshop: Secondary Model

Lesson framework for a **50-minute** class period

Craft lesson

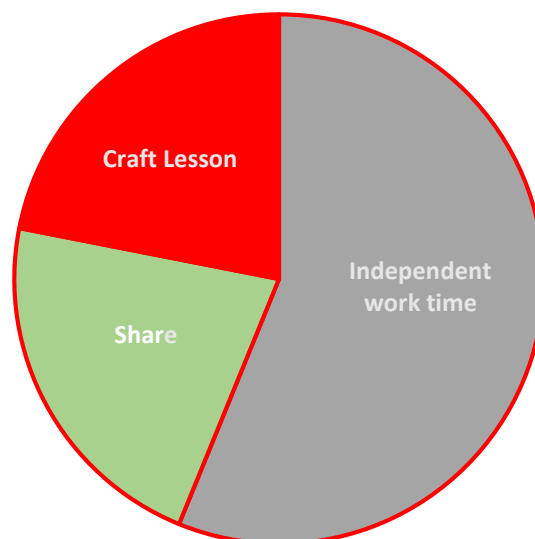
- Whole class teaching
- 10minutes

Independent work time

- Students engage in reading or writing
- Individualized teaching/conferring
- 30 minutes

Share/self-assessment/reflection

- Closure and student product for the day
- 10minutes



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	Junior High Literacy Mastery Expectations	
R E A D I N G	<p>Pearson Literacy Benchmark-My View</p> <ul style="list-style-type: none"> • BOY ≥ 70% • MOY ≥ 80% • EOY ≥ 90% <p>Word Recognition</p> <ul style="list-style-type: none"> • read 800+ high frequency words (Fry's/District's) <p>Vocabulary</p> <ul style="list-style-type: none"> • understand and be able to apply the specific academic vocabulary associated with literary and information reading <p>Fluency Level</p> <ul style="list-style-type: none"> • BOY =150+ • MOY =165+ • EOY =175+ 	<p>Word Recognition</p> <ul style="list-style-type: none"> • use phonetic, structural, syntactical and contextual clues to read and understand unfamiliar words in grade level text • decode multisyllabic words, using strategies, i.e., dividing compound words or syllables and separating suffixes and prefixes <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 • understand the different between effective text evidence and flawed text evidence
	W R I T I N G	<p>Students regularly write a minimum of one page essays on a variety of topics and genres such as narrative and expository. Grammar skills and conventions are used within sentences. Students effectively transition from one paragraph to another.</p> <ul style="list-style-type: none"> ▪ Grade level appropriate language conventions are applied accurately and automatically. ▪ consistent, accurate spelling of grade level appropriate sight words, vocabulary, and academic language

*For a comprehensive overview of Balanced Literacy, please reference the **GISD Secondary Literacy Framework Booklet**.*