



## Writing About Our Reading

Teachers model and teach narrative, informational, and opinion writing to students and confer with them to improve on their pieces as they progress through the writing process.

### Writing Process Stages

**Prewriting:** Time to think

**Drafting :** Time to write it down

**Revising:** Time to improve my writing

**Editing:** Time to make things correct

**Publishing:** Time to share my writing

Qo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz 012



### Speaking and Listening

Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in listening closely and group discussion.



### Discussion Guide:

Look at the speaker.

Take turns.

Link ideas to the speaker's idea.

Share the floor.

## Cobb County School District



## Parent Roadmap To Literacy Grade 2



Strategies for Reading, Writing, Speaking and Listening

# Reading in Grade 2

## Close Reading

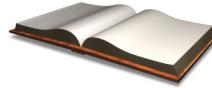
Second grade students are required to use evidence from the text to support their thinking as they ask and answer questions (who, what, when, where, why, and how). These questions focus on what the text says explicitly and include key details. Students retell stories and determine the central message in the reading. They think about the characters and their reaction to what is taking place in the story.



Use questions/prompts such as:

Who are the characters in the story? What are the most important events that happened in the story? How do you know? What lesson is this story teaching you? How did the characters solve the problem in this story?

## Text Complexity



Students read and comprehend complex literary and informational texts independently and proficiently.



### Then

Teachers read books to students or tell them what the books say when the books are challenging.

### Now

Teachers support students' own attempts to read challenging texts, and without telling them what the books say.

Reading, Writing, and Speaking are grounded in evidence from the text.



## Reading Foundational

Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development.

Use prompts such as:

Look for chunks you know and say them.  
Look at the beginning of the word and try it again.  
Look at the end of the word and try it again.

