



# Quick Guides

A PUBLICATION OF THE SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

## 2nd SECOND GRADE

## ENGLISH / LANGUAGE ARTS

### Focus

Student expectations in grade two for both Texas and Louisiana have the same goal of giving students many opportunities to read and write independently. The Texas Educational Knowledge and Skills (TEKS) have 20 strands, in contrast to Louisiana's Grade Level Expectations (GLEs) of 5 strands. Hence, the GLEs reflect broader statements of student expectations. For example, there is only one GLE strand for reading, *Reading and Responding*, in Louisiana, as opposed to 9 strands for reading in Texas.

While the TEKS and GLEs differ in specificity, they are very similar in content, with some notable distinctions. In the strand, *Listening and Speaking*, the TEKS have many expectations that are not specifically emphasized in Louisiana. The TEKS address more goal-oriented aspects of listening, such as determining listening purpose, problem-solving, enjoyment and appreciation, connecting experiences and ideas, and comparing cultural language and oral traditions. The TEKS expectations 1.3A, 1.3B, 1.3C, 1.3D, and 1.3E are addressed in the Louisiana GLEs for first grade, but are not second grade.

In the area of reading, both Texas and Louisiana utilize the five components of effective reading instruction as identified through scientific reading research—(1) phonemic awareness, (2) phonics, (3) fluency, (4) vocabulary, and (5) comprehension. Both Texas and Louisiana emphasize word identification skills, as opposed to phonemic awareness. The two areas of distinction between the two are phonics and vocabulary. In phonics, the TEKS represent a sequential progression of the

phonics continuum in student expectations from beginning skills to more intermediate. While the GLEs do not include every aspect of the phonics continuum, it is implicit that the aforementioned skills are necessary in order for a student to successfully fulfill the expectation. The GLEs address these in grade one, but not in grade two.

The Louisiana GLEs do not reflect recent research findings on the critical instruction necessary for vocabulary development. These expectations are addressed in the TEKS; they include discussing words and developing vocabulary through concrete experiences and challenging selections read aloud.

### Assessment

There is no statewide testing for students in grade two in Louisiana. Students are evaluated in Dynamic Indicators of Basic Early Literacy Skills (DIBELS) if they are at a Reading First school, or the Developmental Reading Assessment (DRA) if they are not. Louisiana is moving toward making the DIBELS the statewide assessment. In grade two, the majority of Texas school districts administer the Texas Primary Reading Inventory (TPRI).

### Coding

As a result of the TEKS's specificity, some of the GLEs are matched to more than one Texas expectation.

2.14 H The student is expected to analyze characters, including their traits, feelings, relationships, and changes. (1-3)

GLE 8 Identify story elements, including effects of setting on events and characters (ELA-1-E4)

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2.14 I The student is expected to recognize the story problem(s) or plot. (1-3)

**The Codes in the middle column on the document:**

- Not addressed is coded, “NA,” meaning the expectation could not be matched to a particular TEK or GLE.
- “Implied” refers to statements inferred through context.
- Not specifically addressed, “NSA,” is used to refer to concepts that may be covered, but not necessarily addressed in all classrooms by all teachers.

The number in parentheses following each GLE statement refers to the Louisiana Standards and Benchmarks statements. In the example above, GLE 12, (ELA-1-E4), ELA refers to the content area, English Language Arts, 1 refers to Standard One (*students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes*), E4 refers elementary grades, benchmark 4 (*recognizing story elements such as setting, plot, character, theme, and literary devices such as simile, dialogue, personification, with a selection*).

**Strand Titles**

Strand titles from the TEKS and Louisiana GLEs were matched at the beginning of the listing for their particular student expectations.