# Grand Island Public Schools
# K-12 Language Arts Program Curriculum Framework

| Strand 1:  Reading | | |
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| **K-12 Program Strands & Curriculum Standards** | **K-12 Program Enduring Understandings** | **K-12 Program Essential Questions** |
| **K,1,5 1.1**<br>**K-1 1.2**<br>**K-6 1.3**<br>**K-12 1.5**<br>**1.1 Word Study and Vocabulary Development**<br><br>Apply word analysis and develop vocabulary to comprehend text | • Knowing the structure of language helps facilitate meaning.<br>• The meaning of a word is affected by the context in which it is used. | • How are words built?<br>• How does the topic affect the words the writer uses?<br>• What's my strategy for reading this text? How do I know if it's working? What do I do if I get stuck? |
| **K 1.1**<br>**K-12 1.6**<br>**1.2 Comprehension: Reading Strategies**<br><br>Apply appropriate strategies before, during and after reading to construct meaning | • Prior knowledge, reading experience and life experience shape how readers read and respond to text.<br>• Effective readers use appropriate strategies, as needed, to construct meaning. | • What's my strategy for reading this text?  How do I know if it's working?  What do I do if I get stuck? |
| **K-8 1.6**<br>**1.3 Comprehension: Metacognition**<br><br>Self-regulate the reading process to employ an effective strategy and adapt as needed in order to construct meaning from text | • Self-awareness of background knowledge, motivation, and level of confidence shape how readers read and respond to text.<br>• Effective readers understand themselves as readers so they can use appropriate strategies, as needed, to construct meaning. | • What do I know about myself as a reader?<br>• How do I make a plan for reading that will work for me?  How should I revise my plan if it's not working?<br>• What do I do to finish text that I don't enjoy? When is it okay to abandon the reading? |
| **K-12 1.4**<br>**1.4 Comprehension: Reading Fluency**<br><br>Develop fluency through expression, smoothness, and pacing in order to move the reading focus to the construction of meaning | • Fluent readers use appropriate strategies to construct meaning for themselves and facilitate meaning for an audience. | • What's my strategy for reading this text? How do I know if it's working? What do I do if I get stuck?<br>• How does the way I read affect understanding of the piece? |
| **K-12 1.6**<br>**1.5 Reading Informational Texts: Structural Features of Informational Materials**<br><br>Apply knowledge of language structure, language conventions, and genre to navigate informational text | • Authors employ structures, language, information, and images to elicit an intended response from the reader. | • What do I notice when reading this text? How do I find what I'm looking for?<br>• What words/devices does the writer use to communicate to the reader? Why does the writer make these choices? What impact do those choices have on the reading experience?<br>• What's my strategy for reading this text? How do I know if it's working? What do I do if I get stuck?<br>• What kind of text is this? What structures can I expect to see? How does that affect my reading experience? |

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| **K-12 1.6**<br>1.6 **Reading Informational Texts: Analysis, Evaluation, and Interpretation of Informational Text**<br><br>Evaluate text to draw conclusions and make decisions to form new knowledge | • The legitimacy of the source is grounded in the point of view of the author and the way he/she uses information to support a position.<br>• The legitimacy of an interpretation is grounded in the text.<br>• Reading expands an individual's knowledge base when it is incorporated into a mental model of how/why something works (or doesn't). | • How do I know if this source can be trusted?<br>• What am I bringing to the text? What am I getting from it?<br>• How does this reading experience affect what I think?<br>• What words/devices does the writer use to communicate to the reader? Why does the writer make these choices? What impact do those choices have on the reading experience? |
| **K-12 1.6**<br>1.7 **Reading Literary Works: Structural Features of Literary Genre**<br><br>Explore techniques and structures used by the author to convey messages and evoke responses | • Authors use devices, structures, language, and images to elicit an intended response from the reader.<br>• Genre influences the way readers engage with and interpret a text. | • What techniques and structures does the writer use to communicate to the reader? Why does the writer make these choices? What impact do these choices have on the reading experience?<br>• How does a writer hook and hold an audience? |
| **K-12 1.6**<br>1.8 **Reading Literary Works: Developing and Exploring Interpretation of Literary Texts**<br><br>Engage in discussion and analysis of text in order to explore multiple responses and evaluate their legitimacy using evidence | • The legitimacy of an interpretation is grounded in the text.<br>• Prior knowledge, reading experience, and life experience shape how readers read and respond to text.<br>• Comparing and evaluating responses to a text strengthens the connection between point of view and textual evidence. | • What am I bringing to the text? What am I getting from it? Is it the same as other readers? What am I learning from the conversation with them?<br>• How do I use what I read to develop and support my ideas?<br>• What do I notice about the text? How is my interpretation affected by what other people think? |
| **K-12 1.6**<br>1.9 **Reading Literary Works: Influence of Context on Development of and Response to Literary Texts**<br><br>Analyze past and present relationships among literature, history and culture that influenced what the author did and how readers respond(ed) to it | • The struggles of the human condition remain constant.<br>• What we read affects how we make sense of the world.<br>• Prior knowledge and life experience shape how writers develop and present their ideas. | • What is this text about? What does it remind me of? What do I learn from these connections?<br>• How do the stories people tell give insight into who they are?<br>• How does this reading experience affect what I think?<br>• What makes this text enduring? |

| Strand 2: Writing | | |
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| **K-12 Program Strands & Curriculum Standards** | **K-12 Program Enduring Understandings** | **K-12 Program Essential Questions** |
| **K-12 2.2 1,12 2.1 2.1 Writing Modes** <br><br> Prepare and publish written work in the narrative, expository, persuasive, descriptive, or poetic mode as appropriate to audience, purpose, and task | • Writing mode largely dictates the structure and rules of a text. <br> • Audience and purpose influence the use of language. | • Who am I writing for? What do I hope to accomplish? How does that affect the rules I follow and the choices I make? <br> • How do I hook and hold an audience? |
| **K-12 2.1 7 2.2 12 2.4 2.2 Preparation** <br><br> Use a conceptual template to develop and organize main ideas and supporting details in order to accomplish the task, mindful of audience and purpose | • An initial organizational structure focuses the thinking of the writer so he/she can evaluate the potential of the text before it is fully developed. <br> • A writer explores the use of ideas, devices, imagery, and information to elicit an intended response from the audience. <br> • Writers develop their ideas through the selective inclusion of evidence. | • How do I work to say what I mean? <br> • How do I develop an idea? <br> • How do I hook and hold an audience? <br> • What do I do when I'm stuck? How am I working to get myself out of it? |
| **K-12 2.1 2.3 Revision** <br><br> Demonstrate improvement in ideas and content, organization, voice, word choice, and sentence fluency in a written text | • A writer chooses words, imagery and information to elicit an intended response from the audience. <br> • The appropriateness of language is determined by the context in which it is used. <br> • Revising a piece of writing strengthens the writer's connection to text. <br> • Readers assume that a polished piece of writing reflects the writer's best work (clarity and quality of thinking and capacity to express it). | • How do I work to say what I mean? <br> • How do I develop an idea? What impact do I hope those choices have on an audience? <br> • How do I hook and hold an audience? <br> • How can I find the right voice? <br> • How do I know when I'm finished? <br> • What did I find out about myself during the writing experience? How will that shape what I do next? |
| **K-12 2.1 2.4 Editing** <br><br> Use conventions (e.g., proper mechanics, usage, and spelling skills) to maximize readability of the text | • Attention to detail affects the quality and accessibility of the text. <br> • The appropriateness of language is determined by the context in which it is used. <br> • Polishing a piece of writing strengthens the writer's connection to text. | • How do I work to say what I mean? <br> • What rules of writing apply here? |

Revised: January 21, 2008

| Strand 3:  Research | | |
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| K-12 Program Strands & Curriculum Standards | K-12 Program Enduring Understandings | K-12 Program Essential Questions |
| **K-12 4.1**<br><br>3.1 **Search Process**<br><br>Gather information from a variety of sources, analyze and evaluate quality of information obtained, and use it to pursue inquiry and develop knowledge base. | • Every resource is designed for a specific purpose.<br>• The quality of the search affects the effectiveness of the result.<br>• Verifying information requires work on the part of the researcher.<br>• The format and content of notes affects the researcher's ability to use them later. | • How do I find what I'm looking for?<br>• What makes a source trustworthy?<br>• What's my plan? How is it working? What do I do when I get stuck?<br>• How do I take notes so I remember what's important? |
| **K-12 4.1**<br><br>3.2 **Organization and Synthesis**<br><br>Use a conceptual template to organize information, mindful of audience and purpose. | • Relevance of information is dependent upon the purpose of the task, perspective of the researcher, and validity of the source.<br>• A strong organizational structure drives both the research and production process. | • What do I see when I look at the evidence? How does that affect what I do next? (search more, synthesize, prepare for presentation)<br>• How do I handle different points of view on the same issue/topic?<br>• When do I have enough information so that I can draw a conclusion? |
| **K-12 4.1**<br><br>3.3 **Communication of Findings**<br><br>Share ideas, information, or conclusions as appropriate to audience, purpose and task. | • The way research is presented is a reflection of the researcher's scholarship.<br>• The way research is received is affected by the knowledge base, experience, and beliefs of the audience. | • What am I trying to say? How do I use the information I found to support my thinking?<br>• Who is my audience? How does that affect the way I communicate information and ideas?<br>• How do I show what sources influenced my thinking? |

Revised: January 21, 2008

## Strand 4: Speaking

| K-12 Program Strands & Curriculum Standards | K-12 Program Enduring Understandings | K-12 Program Essential Questions |
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| **K-12 3.1**<br>**3 3.3**<br>**12 4.1**<br>**12 2.1**<br>**4.1 Preparation**<br><br>Use a conceptual template to develop and organize main ideas and supporting details in order to accomplish the task, mindful of audience and purpose. | • The purpose of the presentation largely dictates its content and organization.<br>• Knowing the audience creates the opportunity for the speaker to more effectively develop the content of the oral presentation so that the intended message is received.<br>• Rehearsing an oral presentation enhances fluency of the oral text for the speaker and the audience. | • What is my purpose?<br>• What am I trying to say? How do I work to say what I mean?<br>• How are language and culture linked? How does that help me better prepare for my audience?<br>• How are language and knowledge base/experience linked? How does that help me better prepare for my audience? |
| **K,3 3.3**<br>**K-12 3.1**<br>**4.2 Presentation**<br><br>Use the conventions of delivery (oral delivery, pacing, physical delivery, presentation aids) to communicate effectively, mindful of audience and purpose. | • Observing the audience in the midst of speaking provides the opportunity to adjust, as needed, to make the experience more successful for all.<br>• The success of a speech is determined by the degree to which the message(s) is understood by the audience.<br>• Confidence and competence in oral presentations evolve through experience, feedback, and adjustment. | • What am I trying to say? How is my delivery affecting the audience response? What adjustments do I need to make?<br>• What do I do when things go badly?<br>• How do I know if my speech was effective? How does that feedback better prepare me for next time? |

## Strand 5: Listening

| K-12 Program Strands & Curriculum Standards | K-12 Program Enduring Understandings | K-12 Program Essential Questions |
|---|---|---|
| **K-12 3.2**<br>**1,3,6,7 3.3**<br>**5.1 Unconditional Listening**<br><br>Listen thoughtfully, without interruption, to focus on the different layers of communication (ideas and content, organization, oral delivery, pacing, physical delivery, and presentation aids.). | • Total immersion in the oral text frees the listener to focus on the logic, beliefs, and attitudes of the speaker without the burden (or opportunity) of a response.<br>• The presence of the speaker and the content of the speech affects the degree of natural engagement of the listener.<br>• The way an audience listens affects the way a speaker speaks. | • What am I listening for? How do I stay focused?<br>• What is the speaker trying to say?<br>• How do I know if I heard correctly?<br>• How does the delivery of the message affect my understanding?<br>• As a listener, what am I communicating? |
| **K-7,12 3.2**<br>**1,3,4,7-12 3.3**<br>**5.2 Responsive Listening**<br><br>Use appropriate listening strategies to focus on the different layers of communication that are the basis for posing questions, as well as providing detailed responses, to questions. | • The way a listener conducts himself/herself communicates a specific message to the speaker.<br>• Responsive communication provides a unique opportunity for developing understanding and new knowledge.<br>• Dislike for the speaker or disagreement with the content of the speech does not automatically negate the value of the communication. | • What am I listening for? How do I stay focused?<br>• What is the speaker trying to say?<br>• How does the delivery of the message affect my response to the content of the speech?<br>• How do I get the information I want?<br>• How do I know when it's my turn to talk? What does the other person (persons) expect from my response?<br>• What do I do if the conversation is not working? |