

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

Strand 1: Reading		
K-12 Program Strands & Curriculum Standards	K-12 Program Enduring Understandings	K-12 Program Essential Questions
<p>1.1 Word Study and Vocabulary Development Apply word analysis and develop vocabulary to comprehend text</p>	<ul style="list-style-type: none"> Knowing the structure of language helps facilitate meaning. The meaning of a word is affected by the context in which it is used. 	<ul style="list-style-type: none"> How are words built? How does the topic affect the words the writer uses? What's my strategy for reading this text? How do I know if it's working? What do I do if I get stuck?
<p>1.2 Comprehension: Reading Strategies Apply appropriate strategies before, during and after reading to construct meaning</p>	<ul style="list-style-type: none"> Prior knowledge, reading experience and life experience shape how readers read and respond to text. Effective readers use appropriate strategies, as needed, to construct meaning. 	<ul style="list-style-type: none"> What's my strategy for reading this text? How do I know if it's working? What do I do if I get stuck?
<p>1.3 Comprehension: Metacognition Self-regulate the reading process to employ an effective strategy and adapt as needed in order to construct meaning from text</p>	<ul style="list-style-type: none"> Self-awareness of background knowledge, motivation, and level of confidence shape how readers read and respond to text. Effective readers understand themselves as readers so they can use appropriate strategies, as needed, to construct meaning. 	<ul style="list-style-type: none"> What do I know about myself as a reader? How do I make a plan for reading that will work for me? How should I revise my plan if it's not working? What do I do to finish text that I don't enjoy? When is it okay to abandon the reading?
<p>1.4 Comprehension: Reading Fluency Develop fluency through expression, smoothness, and pacing in order to move the reading focus to the construction of meaning</p>	<ul style="list-style-type: none"> Fluent readers use appropriate strategies to construct meaning for themselves and facilitate meaning for an audience. 	<ul style="list-style-type: none"> What's my strategy for reading this text? How do I know if it's working? What do I do if I get stuck? How does the way I read affect understanding of the piece?
<p>1.5 Reading Informational Texts: Structural Features of Informational Materials Apply knowledge of language structure, language conventions, and genre to navigate informational text</p>	<ul style="list-style-type: none"> Authors employ structures, language, information, and images to elicit an intended response from the reader. 	<ul style="list-style-type: none"> What do I notice when reading this text? How do I find what I'm looking for? 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? What's my strategy for reading this text? How do I know if it's working? What do I do if I get stuck? What kind of text is this? What structures can I expect to see? How does that affect my reading experience?

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<p>1.6 Reading Informational Texts: Analysis, Evaluation, and Interpretation of Informational Text Evaluate text to draw conclusions and make decisions to form new knowledge</p>	<ul style="list-style-type: none"> • 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. • The legitimacy of an interpretation is grounded in the text. • Reading expands an individual's knowledge base when it is incorporated into a mental model of how/why something works (or doesn't). 	<ul style="list-style-type: none"> • How do I know if this source can be trusted? • What am I bringing to the text? What am I getting from it? • How does this reading experience affect what I think? • 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?
<p>1.7 Reading Literary Works: Structural Features of Literary Genre Explore techniques and structures used by the author to convey messages and evoke responses</p>	<ul style="list-style-type: none"> • Authors use devices, structures, language, and images to elicit an intended response from the reader. • Genre influences the way readers engage with and interpret a text. 	<ul style="list-style-type: none"> • 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? • How does a writer hook and hold an audience?
<p>1.8 Reading Literary Works: Developing and Exploring Interpretation of Literary Texts Engage in discussion and analysis of text in order to explore multiple responses and evaluate their legitimacy using evidence</p>	<ul style="list-style-type: none"> • The legitimacy of an interpretation is grounded in the text. • Prior knowledge, reading experience, and life experience shape how readers read and respond to text. • Comparing and evaluating responses to a text strengthens the connection between point of view and textual evidence. 	<ul style="list-style-type: none"> • 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? • How do I use what I read to develop and support my ideas? • What do I notice about the text? How is my interpretation affected by what other people think?
<p>1.9 Reading Literary Works: Influence of Context on Development of and Response to Literary Texts Analyze past and present relationships among literature, history and culture that influenced what the author did and how readers respond(ed) to it</p>	<ul style="list-style-type: none"> • The struggles of the human condition remain constant. • What we read affects how we make sense of the world. • Prior knowledge and life experience shape how writers develop and present their ideas. 	<ul style="list-style-type: none"> • What is this text about? What does it remind me of? What do I learn from these connections? • How do the stories people tell give insight into who they are? • How does this reading experience affect what I think? • What makes this text enduring?

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Strand 2: Writing		
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<p>2.1 Writing Modes Prepare and publish written work in the narrative, expository, persuasive, descriptive, or poetic mode as appropriate to audience, purpose, and task</p>	<ul style="list-style-type: none"> • Writing mode largely dictates the structure and rules of a text. • Audience and purpose influence the use of language. 	<ul style="list-style-type: none"> • Who am I writing for? What do I hope to accomplish? How does that affect the rules I follow and the choices I make? • How do I hook and hold an audience?
<p>2.2 Preparation Use a conceptual template to develop and organize main ideas and supporting details in order to accomplish the task, mindful of audience and purpose</p>	<ul style="list-style-type: none"> • 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. • A writer explores the use of ideas, devices, imagery, and information to elicit an intended response from the audience. • Writers develop their ideas through the selective inclusion of evidence. 	<ul style="list-style-type: none"> • How do I work to say what I mean? • How do I develop an idea? • How do I hook and hold an audience? • What do I do when I'm stuck? How am I working to get myself out of it?
<p>2.3 Revision Demonstrate improvement in ideas and content, organization, voice, word choice, and sentence fluency in a written text</p>	<ul style="list-style-type: none"> • A writer chooses words, imagery and information to elicit an intended response from the audience. • The appropriateness of language is determined by the context in which it is used. • Revising a piece of writing strengthens the writer's connection to text. • Readers assume that a polished piece of writing reflects the writer's best work (clarity and quality of thinking and capacity to express it). 	<ul style="list-style-type: none"> • How do I work to say what I mean? • How do I develop an idea? What impact do I hope those choices have on an audience? • How do I hook and hold an audience? • How can I find the right voice? • How do I know when I'm finished? • What did I find out about myself during the writing experience? How will that shape what I do next?
<p>2.4 Editing Use conventions (e.g., proper mechanics, usage, and spelling skills) to maximize readability of the text</p>	<ul style="list-style-type: none"> • Attention to detail affects the quality and accessibility of the text. • The appropriateness of language is determined by the context in which it is used. • Polishing a piece of writing strengthens the writer's connection to text. 	<ul style="list-style-type: none"> • How do I work to say what I mean? • What rules of writing apply here?

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Strand 3: Research		
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<p>3.1 Search Process Gather information from a variety of sources, analyze and evaluate quality of information obtained, and use it to pursue inquiry and develop knowledge base.</p>	<ul style="list-style-type: none"> • Every resource is designed for a specific purpose. • The quality of the search affects the effectiveness of the result. • Verifying information requires work on the part of the researcher. • The format and content of notes affects the researcher's ability to use them later. 	<ul style="list-style-type: none"> • How do I find what I'm looking for? • What makes a source trustworthy? • What's my plan? How is it working? What do I do when I get stuck? • How do I take notes so I remember what's important?
<p>3.2 Organization and Synthesis Use a conceptual template to organize information, mindful of audience and purpose.</p>	<ul style="list-style-type: none"> • Relevance of information is dependent upon the purpose of the task, perspective of the researcher, and validity of the source. • A strong organizational structure drives both the research and production process. 	<ul style="list-style-type: none"> • What do I see when I look at the evidence? How does that affect what I do next? (search more, synthesize, prepare for presentation) • How do I handle different points of view on the same issue/topic? • When do I have enough information so that I can draw a conclusion?
<p>3.3 Communication of Findings Share ideas, information, or conclusions as appropriate to audience, purpose and task.</p>	<ul style="list-style-type: none"> • The way research is presented is a reflection of the researcher's scholarship. • The way research is received is affected by the knowledge base, experience, and beliefs of the audience. 	<ul style="list-style-type: none"> • What am I trying to say? How do I use the information I found to support my thinking? • Who is my audience? How does that affect the way I communicate information and ideas? • How do I show what sources influenced my thinking?

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Strand 4: Speaking		
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<p>4.1 Preparation Use a conceptual template to develop and organize main ideas and supporting details in order to accomplish the task, mindful of audience and purpose.</p>	<ul style="list-style-type: none"> • The purpose of the presentation largely dictates its content and organization. • 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. • Rehearsing an oral presentation enhances fluency of the oral text for the speaker and the audience. 	<ul style="list-style-type: none"> • What is my purpose? • What am I trying to say? How do I work to say what I mean? • How are language and culture linked? How does that help me better prepare for my audience? • How are language and knowledge base/experience linked? How does that help me better prepare for my audience?
<p>4.2 Presentation Use the conventions of delivery (oral delivery, pacing, physical delivery, presentation aids) to communicate effectively, mindful of audience and purpose.</p>	<ul style="list-style-type: none"> • Observing the audience in the midst of speaking provides the opportunity to adjust, as needed, to make the experience more successful for all. • The success of a speech is determined by the degree to which the message(s) is understood by the audience. • Confidence and competence in oral presentations evolve through experience, feedback, and adjustment. 	<ul style="list-style-type: none"> • What am I trying to say? How is my delivery affecting the audience response? What adjustments do I need to make? • What do I do when things go badly? • How do I know if my speech was effective? How does that feedback better prepare me for next time?

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Strand 5: Listening		
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<p>5.1 Unconditional Listening Listen thoughtfully, without interruption, to focus on the different layers of communication (ideas and content, organization, oral delivery, pacing, physical delivery, and presentation aids.).</p>	<ul style="list-style-type: none"> • 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. • The presence of the speaker and the content of the speech affects the degree of natural engagement of the listener. • The way an audience listens affects the way a speaker speaks. 	<ul style="list-style-type: none"> • What am I listening for? How do I stay focused? • What is the speaker trying to say? • How do I know if I heard correctly? • How does the delivery of the message affect my understanding? • As a listener, what am I communicating?
<p>5.2 Responsive Listening 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.</p>	<ul style="list-style-type: none"> • The way a listener conducts himself/herself communicates a specific message to the speaker. • Responsive communication provides a unique opportunity for developing understanding and new knowledge. • Dislike for the speaker or disagreement with the content of the speech does not automatically negate the value of the communication. 	<ul style="list-style-type: none"> • What am I listening for? How do I stay focused? • What is the speaker trying to say? • How does the delivery of the message affect my response to the content of the speech? • How do I get the information I want? • How do I know when it's my turn to talk? What does the other person (persons) expect from my response? • What do I do if the conversation is not working?