

# **READING FRAMEWORK**

READING: The goal of reading is to make meaning from a variety of text or media for the purpose of thinking critically, learning information and enjoyment.



# UNDERSTAND

### **BIG IDEAS**

What students will understand:
-Language and story can be joyful
-How language works
-Perspective taking
-Text can connect us to place, identity,
and each other
-Critical thinkers are curious

-High yield routines
-Flexible groupings
-Explicit and intentional planning
(model, guided practice,
independent exploration and practice)
-Oral language experiences

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# INSTRUCTIONAL PRACTICES

### **CURRICULAR COMPETENCIES**

What students will be able to do:
-Comprehend and connect by reading,
listening and viewing
(see grade specific
curricular competencies)

## **CURRICULAR CONTENT**

What students will know (foundational skills):

-Phonological awareness

-<u>Phonics</u>

-<u>Vocabulary</u>

-Fluency

-Comprehension

-Curricular competencies and content determined by student assessments and grade level



## Working memory

- Task initiation
- Emotional control
- Organization
- Self-control
- Self-monitor
- Flexibility
- Planning & time management



## WRITING FRAMEWORK

WRITING: The goal of writing is to create and communicate ideas through multiple modalities (writing, speaking, representing).



# UNDERSTAND

### **BIG IDEAS**

What students will understand:
-Language and story can be joyful
-How language works
-Perspective taking
-Text can connect us to place, identity,
and each other
-Critical thinkers are curious

-High yield routines
-Flexible groupings
-Explicit and intentional planning
(model, guided practice,
independent exploration and practice)
-Oral language experiences

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# INSTRUCTIONAL PRACTICES

## CURRICULAR COMPETENCIES

What students will be able to do:

-Create and communicate by writing, speaking
and representing

(see grade specific

curricular competencies)

### CURRICULAR CONTENT

What students will know:

-Create story/text with text features, literary elements, literary devices

-Create story/text by using oral language and writing processes

-Create story/text using language features, structures and conventions



-Curricular competencies and content determined by student assessments and grade level

- Working memory
- Task initiation
- Emotional control
- Organization
- Self-control
- Self-monitor
- Flexibility
- Planning & time management