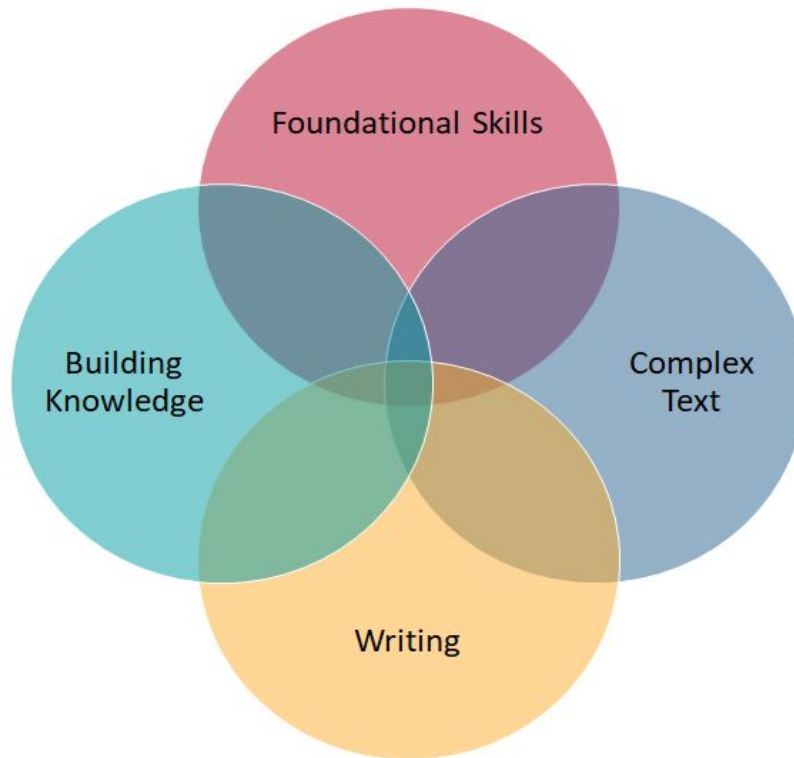


**Aldine ISD's Literacy Framework:  
A Structured Approach to Reading and Writing Development**

**Aldine ISD's Literacy Vision Statement:**

Aldine ISD will provide academically rigorous and culturally relevant literacy instruction that prepares all students to be analytical readers, skillful writers, and effective communicators for success in college, career, and life.



***In Aldine ISD, we believe...***

- **in the science of teaching reading.** All students are explicitly taught reading foundational skills in early childhood - third grade, including: phonological awareness, phonemic awareness, phonics, word recognition, print concepts, and fluency practices in order to become strong readers and writers. This process begins in our early childhood program with an emphasis on oral language development and listening comprehension; as students progress, systematic phonics instruction is provided that helps them become increasingly fluent readers and writers. Foundational skills are enhanced in the upper grades through purposeful vocabulary development and strategically differentiated supports.

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- **in engaging students in challenging and meaningful literacy opportunities through daily readings of complex text.** As a culturally and linguistically diverse district, instruction is provided that promotes the acquisition of knowledge through readings that allows students to construct meaning about the world we live in through cooperative learning structures.
- **in building knowledge in our students by engaging them in coherent and systematic units of instruction that deepen their understanding of the world.** To do so, our curriculum and instructional practices are designed to methodically expand students' knowledge and vocabulary through enriching modules that require close readings of complex texts and authentic reading and writing experiences.
- **in daily, systematic writing instruction and ample writing opportunities for students so that they become effective communicators and analytical thinkers.** Our teachers provide explicit grammar and writing instruction (text-based writing, on-demand writing, and process pieces). We understand that reading and writing deserve equal attention and are mutually beneficial for each other; as such, our goal for writing instruction is to provide authentic experiences for students that build their writing capacity, allow them opportunities to showcase their new knowledge, and communicate their diverse experiences to an appropriate audience.

In order to achieve our vision and remain faithful to our literacy beliefs, we commit to the following actions:

Students will...

- read on a daily basis, using methods aligned to the science of reading, to make meaning of text (foundational skills → comprehension).
- gain content knowledge and vocabulary through methodical units of instruction.
- use expressive and receptive language on a daily basis to communicate with their peers about what they are reading and writing.
- engage in daily authentic writing experiences that require them to use new learning, communicate ideas, and respond to prompts on what they have read.
- read complex, challenging text daily and practice close reading strategies to comprehend and unlock the meaning of grade-level text.

Teachers will...

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- provide all students structured, systematic, and explicit phonics instruction and access to connected, appropriately-sequenced decodable texts for them to practice (Pre-K - 3rd grade).
- build students' reading skills, background knowledge, and vocabulary through multiple structured literacy experiences that support the needs of our culturally and linguistically diverse student population.
- utilize high-quality complex texts daily and provide scaffolded support that builds and fosters students' ability to navigate challenging text independently.
- provide students daily authentic writing experiences that build their skills to communicate ideas and apply new learning.
- actively engage in collaborative planning in preparation for utilizing the district-provided curriculum to ensure implementation with fidelity.

### Literacy Coaches/Skills Specialists will...

- provide on-going professional learning opportunities and job-embedded coaching that focuses on improving teachers' understanding of the components of the literacy curriculum and how to actuate it into their daily instruction.
- facilitate collaborative planning sessions with teachers to ensure they are fully prepared to materialize the district provided curriculum and engage students in quality literacy experiences.

### Campus Administrators will...

- develop schedules that facilitate high-quality reading and writing instruction for all students.
- provide literacy leadership on the campus that ensures Aldine's ISD's beliefs and commitments are being executed with fidelity.
- prioritize literacy coaches' and skills specialists' time so they can focus on improving literacy practices in classrooms.
- build collective efficacy by allocating protected time for collaborative language arts planning weekly.

### District Administrators will...

- provide a high-quality curriculum that is consistent with the district's literacy framework.
- offer on-going professional learning opportunities and job-embedded coaching focused on improving literacy coaches'/skills specialists' understanding of the components of the literacy framework and how to actuate it into their daily work.

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- provide quality professional growth opportunities for teachers that build their capacity and knowledge about best practices in literacy instruction.
- support campus literacy leaders by providing explicit guidance on how to bring the literacy framework to fruition at their campuses.
- develop aligned and rigorous assessments that provide reliable data about students' reading and writing development.