



Alamo Heights ISD Literacy Framework

Adopted Spring 2024

All Alamo Heights ISD students engage in literacy practices that are rigorous, systematic, and designed to develop reading, writing, speaking and listening skills to become confident thinkers and self-motivated learners prepared to positively impact the world.

At AHISD, we believe in...

- 1. Foundational Skills: Students must be explicitly and systematically taught skills such as phonics and decoding.**
So that students become independent readers, teachers provide direct instruction and ample daily practice using research-based programs in kindergarten through third grade, as well as in later grades as needed. Student progress is regularly assessed so that gaps can be systematically closed.
- 2. Text Complexity: All learners have immeasurable potential and are capable of comprehending complex, grade-level text.**
AHISD teachers ensure that all children engage daily with texts that are on or above grade-level. Teachers strategically differentiate instruction to promote productive struggle to enable all students to achieve their limitless potential.
- 3. Knowledge Coherence: Aligned instruction across grade levels systematically builds vocabulary and background knowledge on a wide range of topics.** Relevant background knowledge and vocabulary support comprehension of texts. To ensure equal access, teachers intentionally capitalize on all students' pre-existing knowledge and use high-quality, vertically-aligned instructional materials to foster acquisition of new knowledge and vocabulary through texts.
- 4. Text-Based Responses: Students need extensive opportunities to engage in oral and written analysis of texts.**
Oral and written analysis leads to stronger comprehension of texts, deeper knowledge of the world, and improved vocabulary. Academic discourse creates critical opportunities for students to explain their thinking and critique the thinking of others in order to become engaged, well-rounded citizens.

Leaders

- Stay up-to-date on research-based practices in literacy, continuously communicate a clear vision for literacy instruction, and ensure that feedback to teachers is aligned to that vision.
- Implement an intentional PD plan, including onboarding for new teachers, aligned to this framework.
- Ensure that ALL teachers have high-quality curricular options, resources, and coaching supports that are aligned to research and teacher needs.
- Protect time for teacher professional development, as well as vertical and horizontal collaboration.

Teachers

- Stay up-to-date on research-based practices in literacy and work to align instruction to this research and vision.
- Actively engage in collaboration to ensure that all teachers have a deep understanding of the TEKS and plan daily lessons that leverage scaffolding, research-based strategies, and academic vocabulary.
- Analyze data to understand the effectiveness of their instruction and adjust practices accordingly.
- Create opportunities for students to strengthen foundational skills, build capacity for written and oral discourse about texts, and deepen existing background knowledge and vocabulary.
- Provide opportunities for students to set goals, monitor their progress, and access remediation when necessary.

Families

- Support students in building literacy and language fluency by encouraging reading and discourse at home.
- Encourage students to have a growth mindset, celebrate progress, ask questions, and advocate for themselves.
- Play an active role in students' achievement by actively monitoring HAC and Google Classroom.
- Cultivate and nurture a partnership that values parents as the expert on their child, respects teachers as trained professionals, and centers student voices.

Students

- Exhibit intellectual curiosity, seek understanding, and ask questions.
- Listen, communicate, collaborate, and participate in peer-to-peer discussions using academic vocabulary.
- Think critically and engage in productive struggle, justifying their reasoning and revising their thinking when warranted.
- Take ownership of their learning and reflect on progress toward goals.
- Utilize available resources, such as high-quality texts, appropriate technology, and differentiated assistance when needed.