

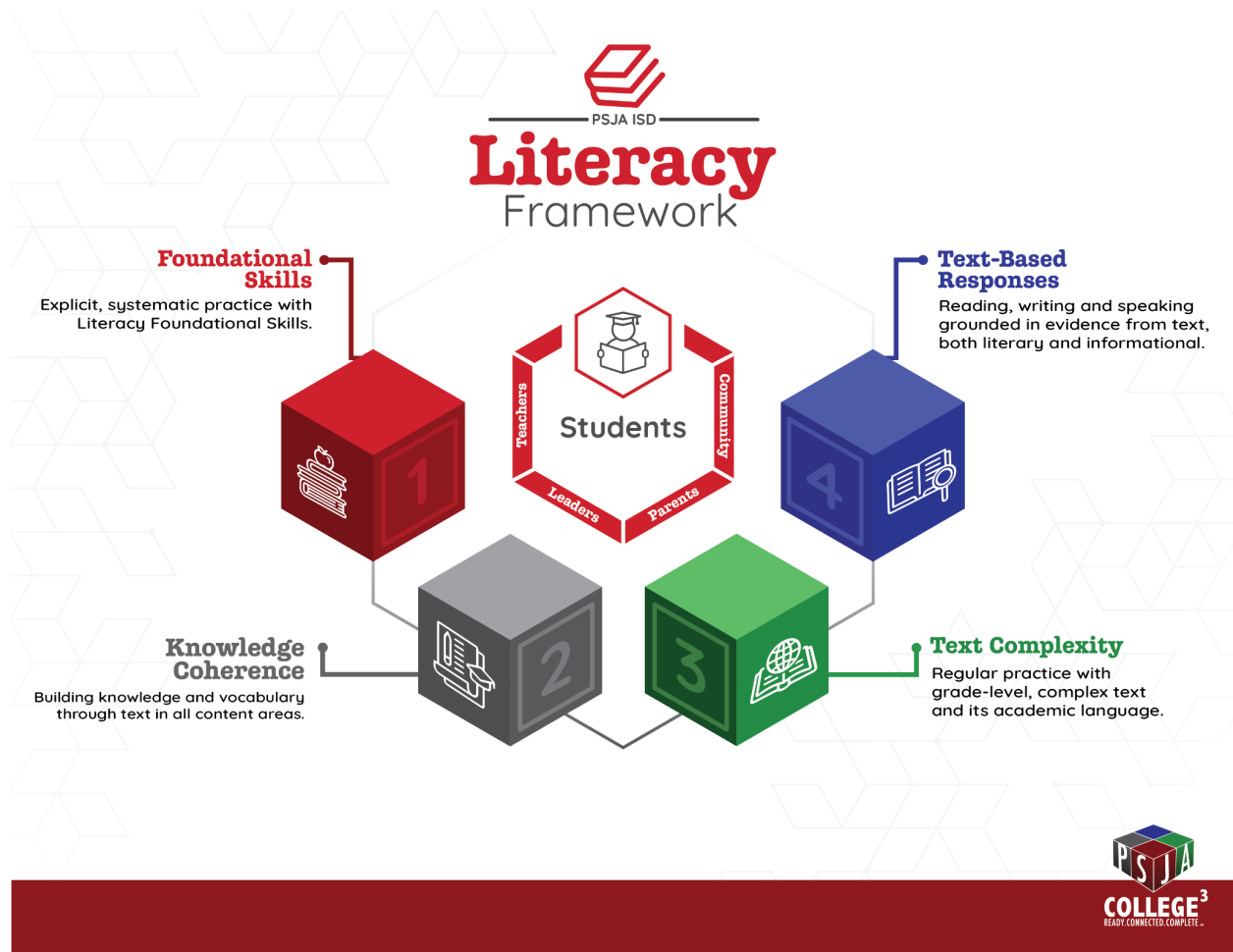


PHARR-SAN JUAN-ALAMO ISD LITERACY FRAMEWORK

Pharr San Juan Alamo ISD Literacy Framework

Pharr San Juan Alamo ISD's vision is to develop literate, biliterate, college, career, military, and life ready graduates who are critical thinkers and empowered citizens prepared to achieve the highest level of success in today's global society. Our literacy plan is a sustainable strategic system for supporting change and continuous student academic achievement.

Placing literacy at the center of student academic performance guides ongoing decisions about teaching and learning utilizing high quality instructional materials, research-based practices, and allocation of resources to focus on equitable, on-grade-level education for all students. The PSJA Family of teachers, leaders, students, parents, and the community work together to support literacy acquisition.



In Pharr San Juan Alamo ISD we share common beliefs about literacy.



1. The science of teaching reading and systematic approach to teaching foundational skills

All students will be educated in the foundational skills of reading from early childhood through third grade. Instruction will consist of phonemic and phonological awareness, phonics, word recognition, print concepts, and fluency practice to develop strong readers and writers. Early childhood instruction will include oral language development and listening comprehension. As students' progress, systematic, explicit, and data-informed phonics instruction will support them in becoming fluent readers and writers. Students will always be instructed with rigorous, engaging, culturally relevant texts, purposeful vocabulary development, and differentiated supports from early childhood through secondary learning.



2. A deliberate approach to building content and background knowledge

Teachers will coherently and consistently build students' background knowledge and vocabulary within the text to ensure students gain a deep and meaningful understanding of the content. All students will have equitable opportunities to engage with the content through an effective knowledge-building approach. This background knowledge and the content will deepen through rigorous vertical alignment.



3. Daily strategic exposure to complex and rigorous texts

All students will have equitable access to daily on grade level instruction using complex, rigorous and culturally relevant texts. Students will engage with authentic grade level content that exposes them to high level reading skills necessary to be successful global, life-long learners. We will focus on creating and establishing a literacy community that provides opportunities for self-selected texts, diverse classroom libraries that promote the love for reading, and access to high quality engaging material.



4. Technical and narrative writing being integrated cross-curricular

All students will be effective writers and communicators by developing deep knowledge of the content of study and are provided with frequent practice paired with timely feedback. Students will engage in a variety of cross-curricular writing genres citing evidence from the text to support and justify their thinking. Students will be equipped to demonstrate their writing proficiency on state assessments, and ultimately be prepared for college, career and beyond.

We believe in the power of establishing literacy communities and supporting our learners to become strong and confident readers.

As a PSJA family of teachers, leaders, students, parents and community, we will reinforce and support students from early childhood through their chosen career. We will prioritize collaboration and strong communication to help our students learn to read, think critically and express themselves in writing at high levels. As a team we will engage students in authentic daily work to ensure literacy acquisition.

We commit that the following stakeholders will:

Stakeholders	Actions
 Students	● Persevere in reading complex, grade-level texts every day ● Ground their thinking, writing and discussion in evidence from the text ● Master the foundational reading skills necessary to be skilled, fluent readers ● Use newly acquired vocabulary expressively ● Develop deep knowledge of the texts and topics they are studying ● Engage in daily, aligned writing opportunities ● Discuss their ideas and questions openly ● Own their development as a reader and writer
 Teachers	● Implement the PSJA Literacy Framework with fidelity ● Implement a shared vision of what research based high-quality literacy instruction ● Build and sustain a literacy community where all students feel safe and welcomed ● Center instruction around complex, grade-level texts ● Proactively support the diverse learners by scaffolding grade-level texts and tasks ● Use early literacy assessments to diagnose learning gaps in foundational skills and create a plan for addressing them ● Use formative and summative assessments to monitor progress and inform instructional decisions ● Provide timely, actionable feedback for continuous improvement in reading, writing, listening, and speaking ● Provide time for students to practice literacy/biliteracy skills and strategies ● Provide high interest, authentic, multicultural literature ● Actively participate in professional development and implement learning

	● Internalize and deeply prepare lessons to support grade level texts and tasks for all students ● Support and nurture learners to increase their skills as readers and writers, and foster a deep love for reading ● Collaborate with peers and leaders to ensure that they are preparing and delivering high-quality instruction
 Leaders	● Implement a shared vision of high-quality research based literacy instruction ● Provide guidance and support to build a school-wide literacy community that meets the social, cultural and linguistic needs of all students ● Work to streamline systems and structures so that teachers have more time to plan, teach, reflect on data and prepare lessons ● Deeply understand the needs of teachers, students, the instructional materials used, programs implemented and the expectations for state and national level assessments ● Analyze data and prioritize actions to guide the schools' literacy development ● Partner with teachers, students, families and instructional coaches to empower literacy connections across home, school and the community ● Be experts in the curriculum and research-based learning strategies that teachers of all programs will use in their classrooms ● Provide consistent support through observations, planning and coaching meetings, co-taught lessons and professional development ● Collaborate with teachers and school leaders to ensure their support is aligned with stakeholder needs
 Parents	● Be a strong support system for students ● Encourage students on their literacy growth and development journey by showing interest in their daily learning ● Contribute to building a literacy community by engaging in conversation with their child and providing diverse experiences unique to their cultural and linguistic backgrounds ● Feel empowered to communicate with teachers and be involved in the school as an integral part of the school community
 Community	● Know and support the literacy vision and beliefs of PSJA ISD ● Support and promote literacy events and programs that the district offers ● Invest in students to promote literacy development.