



## D303 K-5 Literacy Vision

### We believe:

- Developing literacy skills is a complex process that requires educators to utilize evidence-based instructional practices<sup>1</sup> and curricular materials that align with evidence-based practices
- The five pillars of literacy instruction are interconnected and require explicit instruction, opportunities to practice, and support to apply skills to authentic text.
- Each student:
  - is unique, and their differences should be celebrated and honored;
  - should see themselves and their families positively represented in the core and supplemental resources; and
  - is entitled to a rigorous,<sup>2</sup> comprehensive literacy program that continually challenges and grows their learning.
- Learning to read is a developmental process that requires educators to use assessment to adjust instructional practices based on the reader, text, and overall purpose.

---

<sup>1</sup> Evidence-based instructional practices: multiple independent studies have found a positive effect on student learning with an instructional strategy used in real classrooms with a variety of students.

<sup>2</sup> Rigorous-Students are challenged to think, perform or grow to *a new understanding of concepts/learning standards* in a way that increases their curiosity to learn more.

# District 303



## Vision for Literacy Instruction

Each student is an active contributor to a literacy community where members engage in reading, writing, and conversing about various texts<sup>3</sup>, that vary in complexity to construct meaning, share ideas, build curiosity, and develop a joy of reading. Learning experiences are intentionally and meaningfully woven together so that students:

- build content knowledge across disciplines;
- identify connections across texts and disciplines;
- understand, evaluate, and emphasize different perspectives; gather evidence; and
- clearly articulate their thinking and ideas aligned to the audience, task, and purpose.

---

<sup>3</sup> The entirety of a linguistic communication, as a conversation and its situational context. A text can also denote a segment of spoken or written language available for description or analysis; the original spoken or written words or wording, in contrast to translations, abridgments, introduced errors, and so forth; the main part of a written communication, other than title, footnotes, and so forth; the topic or theme of a discourse, as a text of a lecture; a written or printed matter on a page or in a book, in contrast to illustrations; words; a textbook, or handwriting that uses large, bold lettering.



## Guiding Principles

Reading instruction in D303:

- engages each student in learning activities and instruction that aligns with their grade-level standards, honors their strengths and is differentiated for individual needs;
- is grounded in the concurrent development of the five pillars of literacy instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) through the use of evidence-based instructional strategies<sup>4</sup>;
  - Phonemic awareness and phonics are foundational reading skills that are typically developed by the end of grade 3;
  - Fluency, vocabulary, and comprehension will fluctuate based on the reader, these are unconstrained skills that continue to fluctuate based on reader, text, and purpose and continue to develop across a lifetime.
- is cumulative, explicit, systematic, diagnostic, and differentiated instruction that honors the strengths and needs of every learner;
- integrates the literacy standards (reading, writing, listening, and speaking) across disciplines and ensures a balance of literature and informational text;
- builds student agency (motivation) by incorporating student voice, choice, and interests.

---

<sup>4</sup> Evidence-based instructional strategies: multiple independent studies have found a positive effect on student learning with an instructional strategy used in real classrooms with a variety of students.