

ACS PreK-12 Literacy Framework

In Asheville City Schools, we believe literacy is an integral part of student success in all endeavors. We will support all students in developing literacy and critical thinking skills. Students will become productive global citizens, able to communicate effectively in both digital and print. We will provide a rigorous, vertically aligned writing curriculum, foster student perseverance and growth mindset, and engage students in problem-solving and developing research skills.

As a district we integrate literacy in all content areas through:

- Whole group
- Small group
- Independent work with conferring
- Writing
- Teacher Read Aloud
- Discussion of complex texts
- Explicit vocabulary instruction
- Collaborative learning

Reading

Teachers will

- Facilitate close reading of text with primary sources, secondary sources, nonfiction, and fiction
- Teach explicit reading strategies, such as
 - Self-monitoring comprehension
 - Visualizing
 - Predicting
 - Making connections
 - Generating questions
 - Applying knowledge of characteristics of texts, such as determining author's purpose, context, and audience
 - Restating and summarizing information
 - Determining importance and accuracy
 - Drawing inferences and/or conclusions

Writing

Teachers will

- Teach writing with evidence across content areas, including
 - Reflective - articulating self-awareness and thought processes
 - Narrative **especially for ELA*
 - Explanatory/ Informative, including paraphrasing and summarizing
 - Analytical
 - Persuasive and argumentative
 - Research
- Use rubrics and Common Formative Assessments to evaluate writing standards
- Support instruction in grammar and conventions in both speaking and writing

Creative & Critical Thinking Skills

Teachers will

- Provide engaging learning experiences that allow students to
 - Convert information into useful knowledge
 - Develop a variety of questions and test innovative ideas about a topic
 - Use sequencing, chronological reasoning, and cause/effect
 - Synthesize knowledge and draw conclusions
 - Create products that demonstrate the creative thinking process

Vocabulary

Teachers will

- Provide explicit vocabulary instruction across content areas and use appropriate tools to enhance instruction and teach common academic vocabulary
- Use Tiered Vocabulary System (focusing on Tier 2 words) for this instruction
 - Tier 1: Everyday words (ex: clock, baby, happy, walk)
 - Tier 2: Academic vocabulary (words students use in a variety of academic settings; ex: analyze, sequence, explain)
 - Tier 3: Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content (ex: hydrosphere, legislature, mitochondria, parabola, iambic pentameter)

Speaking & Listening

Teachers will

- Explicitly instruct and provide opportunities for students to
 - Initiate and participate in various conversations and collaborations
 - Analyze, integrate and evaluate information presented in diverse media and formats (e.g. visually, quantitatively, and orally)
 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
 - Present information for a variety of purposes

Digital and Information Literacy

Teachers will

- Design and develop digital age learning experiences to
 - Evaluate information, determine credibility of sources and cite sources
 - Model ethical use of technology and information so students become responsible digital citizens
 - Use digital tools to create products that demonstrate learning
 - Communicate ideas and information digitally to a larger audience