



Farmington K-12 Literacy Framework

The mission of the Farmington Area Public Schools, as a dynamic learning community, is to develop citizens of integrity whose passion for continuous learning ensures they excel in a global society.

We believe:

- All children have the capability of learning and applying literacy skills.
- All children must be literate in order to develop into successful, contributing members of society.

Objectives:

- All students will read for a variety of purposes, including the pure pleasure and enjoyment of reading.
- All students will have the communication skills – speaking, listening, writing – necessary to succeed in post-secondary options (whatever they may be).
- All students will have a tool-kit of literacy skills and strategies that they can apply when working to make meaning of all types of texts.
- All students will be able to evaluate the validity of a source, use information, and decipher the information in order to make informed decisions.
- All students will be assessed annually using consistently delivered, developmentally appropriate literacy tools with evidence of learning collected and recorded on an annual basis for the purposes of demonstrating literacy strengths, weaknesses, and growth over time.
- All teachers will have a foundational knowledge of current literacy research and best practices that informs and guides their teaching daily.

Purpose and Rationale for this framework:

A framework is a set of organizing ideas or principles that guide instruction. The Farmington Literacy Framework is designed to provide all teachers in District 192 with a foundational understanding of best practices in the instructional delivery of reading, writing, and word study, as well as the expected outcomes for each grade level based on the MN state standards. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the ten college and career readiness anchor standards.

The framework is grounded in the belief that instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school. All students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives. In order to do this, teachers must speak a common academic language with clear, consistent definitions that transcend grade levels and content areas. This language has been defined throughout the framework, and consistent use of the language by all teachers is expected. Teachers must also scaffold instruction, differentiating content and strategies that gradually releases the responsibility of learning to students. Definitions and examples of how to scaffold instruction are also embedded throughout the framework. While the framework defines for teachers the expected outcomes at each grade-level, teachers must flexibly choose activities, strategies, and resources to deliver the content as appropriate to the needs of their students.

The consistent use of the literacy framework across the curriculum will bring about consistent results that will allow learners to internalize their thinking in order to develop ways of organizing, remembering, and applying newly acquired ways of learning to authentic experiences throughout their lifetime. With consistent application, students will learn to self-evaluate their use of cognitive strategies, which will lead them to a greater depth of understanding and ensure that learners develop self-confidence in their literacy abilities, preparing them for college and career readiness in a global society.