

EARLY LITERACY GUIDING PRINCIPLES

Literacy begins at birth.

Families and communities strengthen school-based learning.

Every child is full of literary promise.

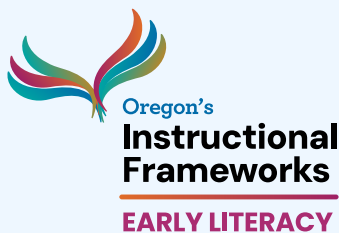
Foundational skills matter.

Every child must be taught to read and write.

Multilingualism benefits everyone.

Educator knowledge and classroom practices are essential.

The Oregon Early Literacy Framework provides a research-based vision to guide teaching of reading and writing and is designed to build statewide coherence, clarity, and common ground about literacy instruction.



OREGON'S EARLY LITERACY FRAMEWORK

Oral Language

“Oral language is the system of word and word combinations used to communicate with others by speaking and listening. Oral language is the foundation on which all emergent literacy and later reading is built and supports children’s math, science, social and regulation skills.”

— REL Southeast ¹

Why is oral language important?

Oral language is the root of literacy development.

Language is essential for children as they make sense of the world, develop relationships with others, and understand their role in their homes, schools and communities. Starting from birth, children learn about language and the world.

Speaking and listening are a bridge to reading and writing.

Oral language supports vocabulary, fluency and writing skills. Teachers can simultaneously support the development of language and literacy skills and build on the linguistic strengths of their students and multilingualism to support and accelerate literacy learning.

Oral language and storytelling plays a critical role in learning about self, culture and tradition.

When educators build on students’ linguistic strengths through storytelling, peer to peer conversation and family and native stories, it supports and accelerates literacy learning.

¹ REL Southeast. (2020). *Foundations in emergent literacy instruction: Oral language* [Infographic]. Institute of Education Sciences https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_Foundations_in_Emergent_Literacy_Instruction_Oral_Language.pdf

What does this look like in practice?



Practices

Examples

Educators affirm and respect students' home language and culture as a support for active participation, engagement and effective learning.

A third grade teacher might ensure that the books and materials on display and used for instruction reflect multiple languages and cultures.

Educators make conversations with and between students a priority by creating multiple opportunities to model language and allow for students to practice and support language and literacy development.

A first grade teacher might use an interactive read aloud to inspire turn and talk opportunities and text-based classroom discussions.

Educators build on the power of storytelling to create connections between humans, animals and the land, to pass on traditions, entertain and affirm identities, and promote expressive language development.

A kindergarten teacher might encourage students to tell vivid, elaborative narratives, building on oral traditions to support students' use of language.

Discussion Starters

How can **educators** build on the linguistic strengths students bring to the classroom to support reading and writing?

How can **leaders** create a school climate that affirms and respects children's home language?

How can **parents and caregivers** support a language-rich and print-rich environment at home?

[Learn More](#) [Oregon Early Literacy Framework](#)