

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's 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
**Instructional
Frameworks**

EARLY LITERACY



**OREGON
DEPARTMENT OF
EDUCATION**

Oregon achieves... together!



OREGON'S EARLY LITERACY FRAMEWORK

Student Belonging



Seeing ourselves in stories and other texts is a powerful human need. Being able to say, 'Look, there I am!' feels good. It helps us know that who we are is recognized and validated and that we are not alone."

— National Council of Teachers of English, 2021¹

What is the role of student belonging in literacy learning?

Students need to feel that they belong to take academic risks.

Authentic reciprocal relationships provide the safe climate, trust, vulnerability and high expectations needed for maximizing each student's literacy learning.

Culturally responsive literacy practices help students to feel seen.

Students are more likely to see the relevance of reading and writing in their lives when they experience literacy instruction that affirms their identities and fosters cross-cultural understanding.

Social emotional skills help students make sense of their literacy learning.

Teaching social and emotional skills like self-expression, collaboration, and a growth mindset, during literacy learning can help provide a rich context and condition for student engagement.

¹National Council of Teachers of English (NCTE). (2021). *Guidelines for affirming gender diversity through ELA curriculum and pedagogy*. <https://ncte.org/statement/guidelines-for-affirming-gender-diversity-through-ela-curriculum-and-pedagogy/>

What does this look like in practice?

Practices

Examples

Educators reflect on how their identities, preferences and lived experiences shape their literacy instruction and classroom climate.

A third grade educator begins the year by sharing his own identity with students and creating a learning inventory to get to know his students' identities and preferences, which guides their learning throughout the year.

Educators and students explore multicultural perspectives and disrupt negative stereotypes of communities using diverse texts and multimedia.

A second grade teacher selects texts by racially diverse authors about a relevant topic, like immigration, and uses questions to facilitate discussions about how picture books represent immigrants.

Students engage in opportunities to share their opinions, curiosity, and collaborative problem-solving while learning new literacy skills and content.

Fifth grade students practice literacy skills during a collaborative research project about the impact of media on self-image. They read non-fiction articles by diverse authors, write an explanatory paper that uses text evidence, and present their findings to the staff of the local newspaper.

Discussion Starters

How will **teachers** choose and use curricular materials and instructional activities that reflect the identities, experiences, and perspectives of the students and families in their classes?

How can **school leaders** provide coaching and support for teachers to integrate and strengthen culturally responsive and social-emotional practices in literacy instruction?

How do **students** share their voices, make choices, collaborate meaningfully and communicate during literacy instruction?

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