

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
**Instructional
Frameworks**

EARLY LITERACY



**OREGON
DEPARTMENT OF
EDUCATION**

Oregon achieves... together!



OREGON'S EARLY LITERACY FRAMEWORK

Oregon's Vision for Early Literacy

“ To nourish our children in ways that lead to literary empowerment requires collective commitment.”

— Oregon Department of Education ¹

Oregon's Early Literacy Framework builds momentum and capacity for strengthening belonging and literacy instruction in every elementary classroom so that all children leave elementary school proficient in reading and writing in one or more languages.

Designed as a resource for district and school leaders, the Framework draws on a wide body of research including cognitive science, learning sciences, literacy research and instructional science. It speaks to the comprehensive nature of literacy instruction and can support decision-making about core instruction and interventions for students who need them.

All students need high-quality, differentiated, culturally responsive literacy instruction during the school day. The following characteristics of a K-5 classroom are foundational to Oregon's vision for literacy education:

Student belonging as a foundation for learning

- Teachers and students engage in opportunities to **learn about and reflect upon their identities** and the identities of others. Teachers and students also discuss how these identities shape their classroom community.

¹ Oregon Department of Education. (2023). *Oregon's early literacy framework: A strong foundation for readers and writers (K-5)*. https://www.oregon.gov/ode/educator-resources/standards/ELA/Documents/Literacy%20Framework_2023.pdf

- Students participate as a **community of learners** and have ample opportunities to voice their opinions, ask meaningful questions, and influence the trajectory of their learning. Educators foster an environment in which students practice **caring and affirming peer interactions**.
- Teachers and students participate in a classroom where **multiculturalism and multilingualism is affirmed and integrated**.
- Teachers and students **value each member of the classroom** as scholars in their discussions and actions. Students have **meaningful opportunities to talk**, to build on one another's ideas, lead conversations, and work in purposeful group or pair settings.

A focus on reading, writing, speaking and listening

- Guaranteed access to **comprehensive, high-quality core instruction** matters. Consistent, uninterrupted access to core literacy instruction, including grade-level text, tasks and talk is an equity issue for children learning to read and write.
- Reading, writing, speaking and listening are **embedded in all learning activities**: children are explicitly taught foundational literacy skills, such as letter recognition, phonics and decoding, as well as comprehension, vocabulary building, fluency and critical thinking skills.
- Students engage with **rich, complex and diverse texts** that invite children to both see themselves and learn about others.
- There are multiple opportunities for students to engage with books, play with language, interact with the teacher and classmates. The teacher **scaffolds the learning** and interactions and both models and guides.

Culturally and linguistically responsive and asset-oriented instruction

- Educators ensure that **student and family knowledge, stories, languages and cultural assets** are reflected in the the classroom environment, in instruction and in curricular materials.
- Educators maintain **high literacy expectations** for all students, by providing academic and linguistic scaffolds for students to access standards-based content.
- The teacher incorporates **intellectually rich and culturally affirming texts** and multimedia into literacy learning. The teacher and students engage in **open-ended and scaffolded dialogue** about how materials connect to their lived experiences, home languages and dialects, identities, and prior knowledge.
- Teachers frame students' **home languages and dialects as strengths** by providing them opportunities to share their language expertise with peers, while building English language skills.

LEARN MORE [Oregon Early Literacy Framework](#)