

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

Reaching All Learners

“When instruction matches where students are in their learning and is provided in an inclusive, culturally and linguistically responsive, and identity-affirming context, it creates an optimal learning environment.”

— Oregon Department of Education ¹

Why is reaching all learners important?

Strong core instruction is the most impactful way to improve early literacy.

All students should be guaranteed access to high quality, differentiated core instruction based on their strengths and needs. When educators appropriately plan and adopt an asset-based mindset, students of varying linguistic backgrounds and abilities can successfully engage in core literacy instruction.

Every child must have access to rich literacy learning.

The aims of literacy instruction apply to all children and must be made accessible through differentiated instructional supports, materials, and assistive technologies. Access is a key equity lever for children learning to read and write and includes exposure to grade-level texts, tasks and talk. Designing instruction for access and engagement benefits diverse learners and ultimately all learners.

Culturally responsive and coherent education systems require multiple data sources to address all students' needs.

To ensure accurate identification of student needs, family and school teams must consider a student's language background, literary abilities, achievements, and behaviors at home and school. Educators can intensify and adjust instructional supports or interventions based on student assessment data and progress monitoring.

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

What does this look like in practice?

Educators differentiate core literacy instruction before considering further interventions for students demonstrating academic or behavioral needs.

During literacy stations a second grade teacher supports small groups for students who need additional support and monitors student progress to make adjustments.

Educators increase access and remove barriers for students with disabilities by using accessible materials, formats and technologies.

To introduce a science lesson on volcanoes, a fourth grade teacher uses multiple formats such as videos, diagrams, charts, and hands-on experiments to accommodate her diverse learners.

Educators use a variety of assessments to gather evidence about student learning.

A kindergarten teacher uses universal literacy screeners to be curious and find out more about early literacy development, assessing multilingual learners in their home language whenever possible.

Discussion Starters

How can **educators** utilize an asset-based approach to differentiate core literacy instruction that includes multilingual learners, students with varying abilities, and gifted students?

How can **leaders** develop the systems and capacity required to establish an asset-based, school-wide, multi-tiered system of support?

How can **parents and caregivers** share about the literacy affirming practices they provide at home with educators at their school?

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