

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

Reading Comprehension, Vocabulary and Background Knowledge

“ Strong reading comprehension skills are central not only to academic and professional success, but also to a productive social and civic life.”

— Institute of Education Sciences ¹

Why are reading comprehension, vocabulary and background knowledge important?

Reading comprehension strategies prepare students to unlock meaning in texts, transforming reading into a journey of discovery.

Teaching reading comprehension strategies supports students as they make meaning from text. Students can use strategies before, during, or after they engage with texts to support their comprehension.

Background knowledge is an asset for all students.

Every student enters the classroom with a wealth of background knowledge. Students need opportunities to build upon and use their background knowledge in ways that recognize, incorporate, and affirm their cultural identities.

Learning new vocabulary opens doors to complex texts and tasks.

Building students' vocabulary in the early grades helps them decode text more easily, read with fluency, and comprehend new texts.

¹ Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

What does this look like in practice?

Practices

Examples

Educators teach reading comprehension strategies with explicit explanations, modeling, guided practice and opportunities for independent practice.

During a readaloud of a story a first grade teacher introduces the reading comprehension strategy of visualizing by modeling how to build a “picture in your brain” of the main character.

Educators teach morphology to deepen understanding of word meanings.

A third grade teacher helps students identify root words to make connections between new vocabulary words and other words they know (e.g., detect, detective, detection).

Educators lead text-based activities that encourage students to engage with ideas and draw upon their existing knowledge and skills.

A kindergarten teacher prepares students for listening to and discussing the picture book “Plátanos Are Love” by asking them to think about a food that is important to their family or culture, and why.

Discussion Starters

How can **educators** build upon students’ prior experiences and interests to develop their reading comprehension skills?

How can **leaders** ensure that students have the spaces and resources to support reading comprehension?

In what ways do **parents/ caregivers** build background knowledge and vocabulary in their daily interactions with their children?

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