

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

Writing

“ Writing is an essential component of children’s learning, not only for the value it has for literacy development, but for the value it has as a medium for expression, discovery, and creativity. Writing nourishes the human spirit.”

— Oregon Department of Education ¹

Why is writing important?

Writing is a powerful way for students to communicate their perspectives, ideas and experiences.

Writing moves a student’s words and ideas onto a page. It provides a creative outlet for self-expression and a way to share opinions, lived experiences, and home languages and dialects.

When students write it expands their learning.

Through writing, students accelerate their language development and solidify reading and writing skills like phonics, comprehension, mechanics, and word choice. Writing helps students understand what they are reading, just as reading different types of texts helps students understand how to write.

A collaborative writing community encourages engaged learners.

Students grow as writers through purposeful sharing and writing together. Learning to give and receive feedback, collaborate, and share work cultivates a community of readers and writers.

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?

Practices

Examples

Educators feature and celebrate student writing inside and outside the classroom.

After reading and discussion of the picture book “We Are Water Protectors,” students have time to write down their response to a reading prompt. Students’ reflections are then posted to a feature board in the classroom, where the teacher and students offer feedback and praise.

Educators guide students through the writing process and teach them to use specific strategies for different parts of the process.

A third grade teacher introduces a strategy for organizing ideas before students write a short biography and provides an outline to help them to sequence their writing.

Educators provide time for students to write throughout the school day and across content areas.

As part of a unit on animals and their environments, a kindergarten teacher sets up one table where students practice writing letters or words in sand and another table where students write labels for different photos of environments.

Discussion Starters

How can **educators** create classroom environments that showcase and celebrate student writing?

How can **leaders** plan schoolwide activities that reinforce the connection between reading and writing?

How can **parents and caregivers** use everyday household tasks (e.g. menus, to-do lists, instructions) to help their child practice writing and spelling?

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