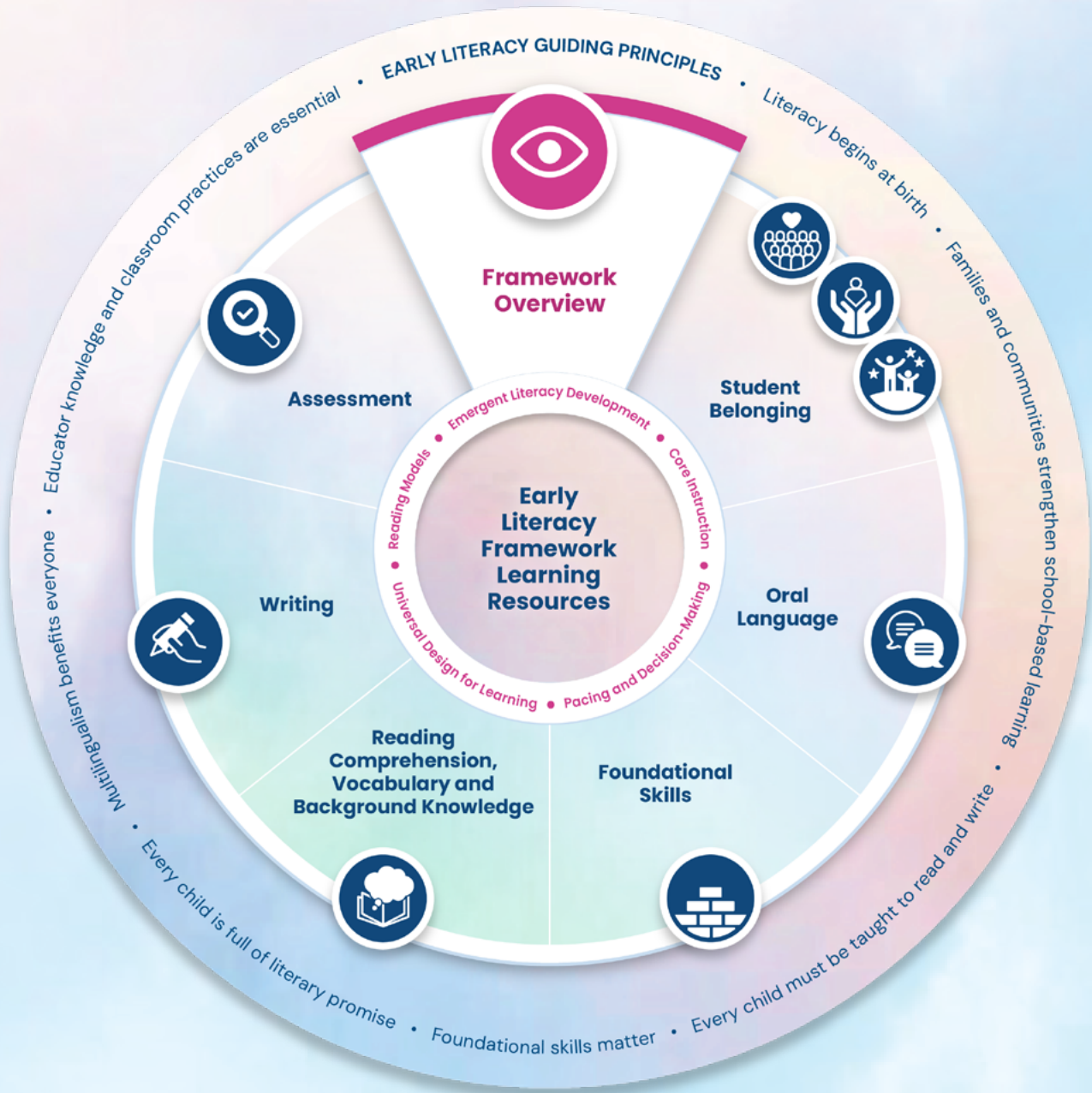


COLLABORATIVE LEARNING SESSION GUIDE

# Framework Overview

A Deeper Dive Into Oregon’s Early Literacy Framework:  
Principles, Practices and Reflection



# Framework Overview

## A Deeper Dive Into Oregon’s Early Literacy Framework: Principles, Practices and Reflection

### Overview

*This Collaborative Learning Session (CLS) is intended to complement and extend the learning in the Framework Overview Module, an asynchronous online learning experience.*

### Framework Overview Module Review

The [Framework Overview module](#) focuses on the guiding principles and key ideas from [Oregon’s Early Literacy Framework](#). It aims to help participants expand their understanding of the Framework, investigate resources related to key themes and reflect on the extent their practice aligns with the Framework recommendations. The module includes activities such as reading the Framework, reflecting on current practice and selecting strategies to extend learning. It emphasizes student belonging; core instruction; integrated reading, writing, speaking and listening; and culturally and linguistically responsive instruction. At the end of the module, educators have the option to choose one of these themes to read about in the Framework and review related resources. Overall, the module provides introductory resources and questions to support educators in familiarizing themselves with the key themes of the Framework and supports high-level reflection on classroom practice.

Participation in the Framework Overview module is not required for participation in the CLS but is highly recommended.

### Framework Overview Collaborative Learning Session

This CLS builds on the Framework Overview module by providing participants opportunities to share their practice with their colleagues and to plan for a classroom visit or peer collaboration. Participants will examine a tool to reflect on their current practice, discuss their strengths and areas for growth, and plan with a colleague to enhance their instruction.

### Preparing for the Collaborative Learning Session

This CLS is scheduled to take 40 minutes, with an opportunity to extend the meeting up to 90 minutes.

## Facilitator Preparation

### Review Oregon Early Literacy Framework (OELF) Resources

- Revisit the Framework Overview module and [Oregon's Early Literacy Framework](#) as a refresher.

### Schedule the Collaborative Learning Session

- Communicate with your team about the session date, time, location and goals.
- Consider sending a meeting reminder one to two days prior.

### Prepare for Facilitation

- Closely read the facilitator agenda below.
- Review the [Early Literacy Walkthrough, Planning and Discussion Guide](#) on your own.
- Print or set up access to digital copies of each handout.

## Facilitator Reminders

Participants may feel they are already familiar with the Framework. However, examining the Framework and reflecting on their practices can provide valuable new insights. Engaging in collaborative reflection with colleagues can also lead to shared learning experiences, build common understandings and support application of ideas. This session is designed to enhance understanding and support professional growth, offering opportunities to discover new strategies and ideas.

## Responsive Facilitation

The agenda in this guide serves as a reference. As a facilitator, you may want or need to adjust the flow to better meet the needs of your team. This may include additional reflection time, work time for teachers to engage in activities, review of materials and/or feedback opportunities.

# Suggested Meeting Agenda

## Materials

- [Oregon's Vision for Early Literacy](#)
- [Guiding Principles](#) from the Framework
- [Early Literacy Walkthrough, Planning and Discussion Guide](#)
- [Plan for Partner Learning](#)
- Strategy for shared viewing (e.g., projector or digital shared screen) and for capturing ideas in a common place (e.g., chart paper or digital whiteboard)

## Learning Goals

Participants will:

- become familiar with the guiding principles and key practices of the Framework and
- hone reflection skills and deepen understanding of literacy practices and mindsets.

## Success Criteria


Participants will:



- reflect on current practice in relation to the Framework vision,
- collaborate with peers to improve understanding of key principles and themes of the Framework, and
- make a plan for peer learning.

## Essential Questions for Discussion

- How do the Framework's guiding principles relate to my current literacy practices, and what new learning do I want to further explore?
- What strengths and opportunities for growth in my literacy instruction have I identified, and how can peer collaboration support my learning?
- What actionable steps will I take to engage in learning to further develop in my practice?

# Agenda

TIME	TOPIC AND FACILITATOR GUIDANCE	MATERIALS
2m	<p><b>Welcome</b></p> <p>Use an opening activity that invites everyone to talk to make sure your team members feel welcomed into the space.</p>	Select your favorite opener for a meeting.
5–7m	<p><b>Introduce Purpose and Goal of the CLS</b></p> <p>Explain that the purpose of this session is to get an overview of the Framework themes, to work together to apply the ideas to our own practice and to make a plan for peer collaboration. Clarify any questions about the agenda.</p> <p><b>SMALL GROUP OR WHOLE GROUP DISCUSSION:</b> Ask:</p> <ul style="list-style-type: none"> <li>How many of you are familiar with the Early Literacy Framework?</li> <li>How many of you have read the document?</li> <li>What do you know about it?</li> </ul>	
8m	<p><b>Getting to Know the Framework</b></p> <p> <b>READ:</b> Ask teachers to read Oregon’s Vision for Early Literacy and the Guiding Principles from the Framework.</p> <p><b>SMALL GROUP OR WHOLE GROUP DISCUSSION:</b> Lead a discussion with the following questions:</p> <ul style="list-style-type: none"> <li>Which of these guiding principles feel familiar to you in your practice or at your school site?</li> <li>Which of these guiding principles feel newer to you?</li> <li>Which of the guiding principles make you curious to learn more?</li> </ul>	<p><a href="#">Oregon’s Vision for Early Literacy</a></p> <p><a href="#">Guiding Principles from the Framework</a></p>

TIME	TOPIC AND FACILITATOR GUIDANCE	MATERIALS
10m	 <p><b>Reflect on Our Practice</b></p> <p>Remind teachers that we are all learners at different places in our learning journey. We don't often have the opportunity to pause and reflect on our work. This activity is designed to support reflection on practice as it connects to the Framework goals.</p> <p>Hand out copies of the Early Literacy Walkthrough, Planning and Discussion Guide. Explain that this tool reflects some key instructional practices in the Framework.</p> <p>Ask teachers to choose two of the topics in the Guide (Oral Language; Foundational Skills; Reading Comprehension, Background Knowledge and Vocabulary; Writing Instruction; Formative Assessment), and then read and annotate the two topics with</p> <ul style="list-style-type: none"> <li>• five areas of strength in their current practice (five stars) and</li> <li>• five areas for extension, expansion or growth (five "plus" signs).</li> </ul> <p><b>PARTNER SHARING:</b> Ask teachers to share their responses with a partner: Share one or two areas of strength and one or two areas for extension, expansion or growth.</p>	<p><a href="#">Early Literacy Walkthrough, Planning and Discussion Guide</a></p>
10m	 <p><b>Try It Out: Plan for Partner Learning</b></p> <p>Explain that teachers will have an opportunity to plan a visit to each other's classrooms to learn from each other or plan a lesson together.</p> <p>Ask teachers to review their annotations of the Early Literacy Walkthrough, Planning and Discussion Guide to choose a focus for peer observation and support.</p> <p>Pair teachers by topic selection, or alternatively, ask teachers to find a partner who they would like to collaborate with.</p> <p>Ask pairs of teachers to complete the Plan for Partner Learning together.</p>	<p><a href="#">Plan for Partner Learning</a></p>

TIME	TOPIC AND FACILITATOR GUIDANCE	MATERIALS
5m	<p><b>Closing</b></p> <p>Debrief how the partner activity went (Warm/cool feedback: What went well? What would be an improvement next time?).</p> <p>Make sure that participants are clear on their next steps for partner learning. Ask if participants need any support to carry out their plans. Ask participants to share logistical commitments that will help them be accountable for these next steps (e.g., dates and times).</p> <p>Invite team members to share an appreciation of someone in the group to acknowledge team members and the learning that took place.</p>	

## Extension Ideas

- Convene a follow-up session for teachers to share their observations, learnings and next steps following their partner learning activities.
- Encourage teachers to continue their learning by taking a module on an area for new learning or extension that they identified when they reviewed the [Early Literacy Walkthrough, Planning and Discussion Guide](#).
- Create a “scavenger hunt” to support exploration of the resources on the [Oregon Instructional Frameworks website](#). Make a handout with four quadrants. Have participants find (a) one resource I want to read, (b) one activity I want to try, (c) one tool that will help me in my classroom, and (d) one resource I want to share with a colleague.

# Suggested Participant Agenda

## Essential Questions

- How do the Framework’s guiding principles relate to my current literacy practices, and what new learning do I want to further explore?
- What strengths and opportunities for growth in my literacy instruction have I identified, and how can peer collaboration support my learning?
- What actionable steps will I take to engage in learning to further develop in my practice?

## Learning Goals

Participants will:

- become familiar with the guiding principles and key practices of the Framework and
- hone reflection skills and deepen understanding of literacy practices and mindsets.

## Success Criteria

Participants will:

- reflect on current practice in relation to the Framework vision,
- collaborate with peers to improve understanding of key principles and themes of the Framework, and
- make a plan for peer learning.

## Collaborative Learning Session Meeting Agenda

TIME	AGENDA
2m	Welcome
5–7m	Purpose and Goal of the CLS
8m	Reading and Small Group and Whole Group Discussion
10m	Reflect on Our Practice
10m	Try It Out: Plan for Partner Learning
4m	Closing



# Plan for Partner Learning

*Note: Each educator should fill out their own copy of the plan.*

**1. Review together the Early Literacy Walkthrough, Planning and Discussion Guide. Which practices did you identify as areas for extension, expansion or growth?**

**2. Choose: Which topic(s) will you focus on for your partner learning?**

Oral Language

Foundational Skills

Reading Comprehension, Vocabulary and Background Knowledge

Writing Instruction

Formative Assessment

**3. Which aspect(s) of instruction will you focus on?**

Tasks and activities, teaching and learning goals

Materials, resources and physical space

Student groupings, student talk and classroom climate

All of the above

**4. What is the goal of your partner learning? What would be most helpful to you?**

Walkthrough/peer observation (get feedback)

Planning (plan together)

Discussion (get advice, solve a problem)

Other:

5. **How will you use the Early Literacy Walkthrough, Planning and Discussion Guide to meet your goals?** (e.g., to guide your peer observations and to take notes, to evaluate a lesson plan or set of lessons, to walk through a classroom together)

6. **When and where will you meet to carry out your plan?**

7. **What needs to happen before, during and after your next meeting?**

8. **What supports do you need to carry out your plan? How will you communicate your needs?**

9. How will you know that your partner learning activities have been successful? What does success look like?

## 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.

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'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<sup>1</sup>

**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.

<sup>1</sup> 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](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 are 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**, 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 texts, 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 and 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 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's Early Literacy Framework](#)

# Guiding Principles

Persistent opportunity gaps in nearly all aspects of our educational system invite a collective interrogation of the beliefs and mindsets that underlie student learning outcomes. The Guiding Principles in this framework provide a call to action for increased internal accountability and a necessary redesign of the literacy learning experience.

The following guiding principles anchor Oregon’s Early Literacy Framework:

- **Literacy begins at birth:** The first sounds a child may hear or see (signed) are the voices of the people in their home environment, building neural pathways and serving as the initial source of knowledge about language and their world. Families and caregivers are essential first partners in oral language development that cultivates later success in literacy and life.
- **Families and communities strengthen school-based learning:** Outside of school, children spend most of their lives at home or in the community. Parents and caregivers have a role to play in reinforcing the learning that happens at school as much as possible at home, and they must be supported as full partners in their children’s literacy development. Children’s literacy learning is deepened through their lived experiences, where language, culture, and identity are affirmed by families and caregivers who serve as important first teachers.
- **Every child is full of literary promise:** School systems and instructional practices must be designed around a fundamental belief that children can be taught to read and write, supported by high expectations and ongoing feedback. Adults must have a mindset that sees children as brimming with literary, cultural, and linguistic strengths ready to be seen and expanded.
- **Foundational skills matter:** Literacy is not possible without foundational skills, systematically taught in an organized order that builds on one another. Across the K–5 continuum, literacy instruction must explicitly and systematically build students’ foundational skills alongside the application of vocabulary, comprehension, and writing.
- **Every child must be taught to read and write:** This responsibility is met by effective literacy instruction rooted in reading and writing research; culturally responsive and inclusive practices; Oregon’s learning standards; high-quality instructional materials; and targeted support.
- **Multilingualism benefits everyone:** When families’ cultural and linguistic assets become an integral part of the instructional experience, children’s literacy skills and dispositions deepen. Culturally responsive instructional practices that serve multilingual students are proven strategies to accelerate and deepen learning for every child.
- **Educator knowledge and classroom practices are essential:** Teacher and leader professional learning must be comprehensive and designed to include training on foundational skills, oral language, writing, vocabulary, and background knowledge, as well as professional learning around culturally responsive practices and student belonging. Professional learning must be inclusive of literacy strategies that benefit students who experience disability, students with dyslexia, and multilingual learners. Educators are most successful when professional learning, time for planning and collaboration, as well as consistent encouragement and formative feedback, are present.

This page was extracted from the following source: Oregon Department of Education. (2023). *Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K–5)*, p 7.

# Early Literacy Walkthrough, Planning and Discussion Guide

All students need high-quality, differentiated, culturally responsive and sustaining literacy instruction during the school day. Educators can use this set of guiding questions – individually or in combination – for classroom walkthroughs, lesson planning and peer observations. The tools can be adapted depending on the context of use.

The purpose of these tools is to help educators and leaders notice teaching and learning when it's happening, celebrate what's going well and identify areas for improvement.

The walkthrough, planning and discussion questions are posed under three categories: Tasks, Materials and Classroom Climate.

The following cross-cutting characteristics of a K-5 literacy classroom are essential for high-quality literacy education and are foundational to the questions in this noticing tool.

## Student belonging as a foundation for learning

As they engage in literacy activities, teachers and students reflect upon their identities and learn about the identities of others. Uplifting student voice and building interpersonal skills are central to the function of the classroom community. Teachers and students participate in a classroom where multiculturalism and multilingualism are affirmed and integrated throughout the school day.

## A focus on reading, writing, speaking and listening

Literacy (reading, writing, speaking and listening) is embedded in all learning activities: children are explicitly taught foundational literacy skills, such as phonemic awareness, phonics and decoding, as well as comprehension, vocabulary building, fluency and critical thinking skills. Oral language at home and at school supports all literacy learning. Writing is integrated throughout the day in multiple subject areas.

## Culturally and linguistically responsive, asset-based instruction

Educators ensure that student and family knowledge, stories, languages and cultural assets are reflected in the classroom environment, in instruction and in curricular materials. Educators maintain high literacy expectations for all students and provide academic and linguistic scaffolds so that all students can access standards-based content.

**A CLOSER LOOK AT LITERACY DEVELOPMENT IN THE CLASSROOM:**

## **Five Noticing Tools**

The question sets below can be used individually — to hone in on a specific area of instruction — or in combination:







## QUESTIONS TO CONSIDER

### Oral Language

#### Tasks and activities, teaching and learning roles

- What opportunities are provided for students to talk to each other in pairs and in groups, both socially and for academic purposes?
- What evidence do we see of students talking about and playing with language and learning new vocabulary?
- What activities support students speaking, listening and responding directly and listening to each other?
- How do teachers model and provide scaffolding or opportunities for using different languages and dialects?
- How are opportunities to practice sharing, thinking and listening embedded in reading or writing activities?

#### Materials, resources and physical space

- How is the physical classroom (chairs, tables, rugs) organized to support student to student discussions and storytelling?
- In what ways do classroom resources support narrative and storytelling in home languages, dialects and cultures?
- How are the walls and classroom displays used to support oral language learning and vocabulary development?

#### Student groupings, student talk and classroom climate

- How are students grouped in order to talk and interact throughout the day?
- What opportunities do students have to talk about what they are reading or writing?
- What evidence do we see of a climate of talking and interacting respectfully?
- What opportunities do students have to learn about and reflect upon their identities and identities of others?
- What evidence do we see of students voicing their opinions, asking meaningful questions or influencing the trajectory of their learning?



## QUESTIONS TO CONSIDER

### Foundational Skills

For reference, foundational skills include phonics (the knowledge that sounds correspond to each letter or group of letters within a language), print concepts (the understanding that print is speech written down), phonological awareness (the ability to hear and manipulate the individual sounds and sound patterns in spoken words), word recognition, the alphabetic principle (the understanding that there is a predictable relationship between written letters and spoken sounds), and fluency (accuracy, automacy and expression when reading).

### Tasks and activities, teaching and learning roles

- How does the daily literacy block support learning of foundational skills? Is at least 25% of the K-2 literacy block dedicated to foundational skills instruction and practice?
- How are students receiving instruction on all foundational skill sets?
- How does the pacing of the daily literacy block support differentiation, including extra time for students needing support?
- In what ways is foundational skills instruction guided by a systematic scope and sequence?
- What steps are being taken to ensure students receive daily foundational skills instruction and opportunities for practice, both during and outside of literacy lessons?
- How do teachers explicitly teach and provide scaffolding for foundational skills?
- What opportunities are provided for students to practice foundational skills?
- How are students' home languages and dialects leveraged as assets during foundational skill instruction?
- How are foundational skills applied to reading decodable texts?
- How are foundational skills integrated into reading comprehension and writing activities?
- How are students needing additional support given extra practice and also access to grade-level standards?

## Materials, resources and physical space

- What high-quality instructional materials are provided for students to learn phonics, print concepts and phonological awareness? (See the [ODE approved list of high-quality instructional materials](#).)
- How are the walls and classroom displays used to support learning the alphabetic principle and word recognition?
- What materials are provided for students to learn foundational skills in groups, pairs or independently?

## Student grouping, student talk and classroom climate

- How do ongoing assessments provide information about whether a student's skills are progressing or not progressing?
- How is the teacher using whole group and small group instruction to support the development of foundational skills? How does this grouping support learning?
- How is the teacher using formative assessment to craft flexible, data-driven small groups for foundational skills learning?
- What factors are considered when creating meaningful student groups for instruction that support the skills of multilingual learners (e.g., student age, language proficiency level, educational background, primary/secondary language)?
- What evidence do we see of a climate of growth mindset and “we are all learning at our own pace” around foundational skills? What evidence do we see of students being celebrated for persevering through difficulties?
- How does foundational skill instruction support the skills of multilingual learners with English and with students’ native languages or dialects?
- How are students using evidence of their learning to set their own goals, identify skills they need to practice and celebrate their own success?
- How are families included in the opportunities to practice and celebrate progress?





## QUESTIONS TO CONSIDER

# Reading Comprehension, Vocabulary and Background Knowledge

### Tasks and activities, teaching and learning roles

- How does the daily literacy block support daily listening to, reading, thinking, talking and writing about texts?
- How much time is allocated for reading texts connected to students' learning?
- What opportunities are provided for students to learn about reading in an integrated approach that includes foundational skills, background knowledge, vocabulary, oral language, reading comprehension and writing instruction?
- What evidence do we see of students building background knowledge in culturally responsive (and sustaining) ways?
- What activities support students to create connections among texts, content and personal experience?
- How do teachers model, question and provide scaffolding to use reading comprehension strategies connected to a text?
- How does the teacher use questions and tasks, both oral and written, that are text-specific and that address the analytical thinking required by the grade-level standards?
- How are read alouds of complex texts used for students to engage with reading, building meaning and learning new vocabulary?
- What opportunities do students have to practice reading comprehension strategies connected to a text, on their own or with a partner?
- What evidence do we see of explicit vocabulary instruction?
- How are students' home languages and dialects leveraged for learning new English words?
- What opportunities do students have to practice new vocabulary (through speaking, reading, writing or games)?

## Materials, resources and physical space

- What high-quality instructional materials are provided for students to support reading comprehension and vocabulary development? (See the [ODE approved list of high-quality instructional materials](#).)
- How do classroom books, texts and materials reflect the inclusion of diverse content and authors (for example, a variety of races, ethnicities, cultures, languages, dialects, traditions, religions, histories, communities, genders, abilities and/or family structures)?
- How is the classroom organized and arranged to support reading for enjoyment?
- How are the walls and classroom displays used to reinforce reading strategies, vocabulary and content knowledge?

## Student grouping, student talk and classroom climate

- How does grouping or pairing support students at different points in their learning progression as readers?
- What opportunities do students have to talk about texts utilizing academic language that reflect grade-level standards?
- What evidence do we see of students talking and asking questions about each other's reading and thinking in order to clarify or improve their understanding?
- What evidence do we see of a classroom community of readers and writers that engages all learners' experiences and perspectives?
- What evidence do we see of a climate of growth mindset and "we are all learning at our own pace" around reading comprehension? What evidence do we see of students being celebrated for persevering through difficulties?
- How are families included in the opportunities to practice and celebrate progress?



## QUESTIONS TO CONSIDER

# Writing Instruction

### Tasks and activities, teaching and learning roles

- How much time is allocated for writing each day connected to grade-level standards? How does the daily literacy block support writing?
- How do teachers explicitly teach about writing, model the writing process and provide scaffolding as needed?
- What evidence do we see of students writing, sharing writing and giving/receiving feedback about writing toward clearly articulated goals reflecting grade-level standards?
- How do teachers provide opportunities for writing different genres or text types?
- How are the expectations for writing in different genres communicated to students (e.g., through rubrics or other resources)? What opportunities do students have to compare their writing to an established rubric?
- How does formative assessment impact writing instruction, revision and editing?
- What opportunities are provided for students to write in science, social studies, math and other content areas?
- How is writing used for articulating ideas, enhancing language and reading comprehension skills and promoting foundational literacy?
- What opportunities do students have to learn about and practice the mechanics of writing (e.g., spelling, handwriting)?
- What opportunities do students have to connect oral language to written language?
- What opportunities do students have to write for authentic audiences and real-world contexts?
- In what ways are students experiencing choice and autonomy in their writing?
- How is writing for enjoyment both modeled and supported?
- What opportunities do students have to write in ways that affirm their identities and lived experiences?

## Materials, resources and physical space

- What high-quality instructional materials are provided for students to learn how to write? (See [ODE's curriculum adoption criteria](#).)
- In what ways do classroom resources (paper, pencils, art materials, technology) support the writing process, storytelling and story writing?
- How are mentor texts used to support writing? What types of texts are used?
- How is the classroom organized and arranged to support students' writing and sharing of their writing (in pairs or independently)?
- How are the walls and classroom displays used to celebrate students' writing, support the writing process or provide exemplars of different types and forms of writing?
- How do the walls and classroom displays and materials reflect the diversity of writers in the world?

## Student grouping, student talk and classroom climate

- How are students grouped or paired for writing? How does this grouping support learning?
- What opportunities do students have to talk about their writing?
- What evidence do we see of an engaged community of readers and writers that is culturally responsive (and sustaining) and tailored to meet the diverse needs of students?
- What opportunities do students have for taking risks, receiving feedback, editing and making revisions to their writing?
- In what ways are students encouraged to express themselves, share their perspectives and reflect on their own and others' writing?
- What evidence do we see of a respectful climate of sharing writing and supporting other writers?
- How are families included in the opportunities to practice writing and to celebrate student authors?





## QUESTIONS TO CONSIDER

# Formative Assessment

### Tasks and activities, teaching and learning roles

- In what ways are literacy tasks rigorous, authentic and relevant?
- How are literacy tasks designed to ensure they provide evidence of student learning?
- In what ways are students given opportunities to set literacy goals, track and celebrate their progress and revisit their goals?
- In what ways is the assessment culture in the classroom focused on students' ownership of their own learning and opportunities to share what they know and can do?
- How do teachers use standards, learning goals and success criteria to guide their feedback to students?
- In what ways are students taught to use learning goals and success criteria to guide their learning during literacy lessons?
- How do teachers support students to engage in self-assessment and peer feedback (e.g., through explicit instruction, opportunities for practice and structured protocols)?
- What evidence do we see of teachers using formative assessment information to make decisions about instruction and feedback?
- What evidence can we see of students independently accessing a range of reading materials based on their own self-assessment?

### Materials, resources and physical space

- How is the classroom structured to support students to independently access resources based on their self-assessment and peer feedback?
- What evidence can we see of students independently accessing a range of reading materials based on their own self-assessment?
- What classroom routines and structures support students to carry out assessment processes in predictable ways in the classroom (e.g., in quiet self-reflection zones and/or feedback corners)?



## Student grouping, student talk and classroom climate

- How do teachers and students work together to create a classroom climate based on trust, respect and mutual responsibility in support of one another's learning?
- What evidence do we see of structured opportunities for students to participate in small group discussions and reflect on their participation?
- What supports enable students to reach out to one another to ask for feedback and benefit from each other's expertise?
- How are students invited to develop and evaluate their literacy learning habits of focus, engagement, appetite for challenge and stamina for learning?
- How are families included in the opportunities to practice and celebrate progress?

