



Oregon's

**Instructional
Frameworks**

**Early
Literacy**

How Oregon's Early Literacy Framework Supports Multilingual Learners

Oregon Early Literacy Framework Webinar Series



Welcome from the Oregon Department of Education

Angelica Cruz

Oregon Department of Education

Director of Literacy



Getting to Know Our Community

In the chat please share:

- Your name and role
- What brings you joy when teaching literacy to multilingual learners?



Webinar Objectives

Participants will:

- Learn about how the Oregon's Early Literacy Framework operates in service of multilingual learners
- Consider instructional practices and resources from Oregon's Early Literacy Framework that support multilingual learners



Webinar Agenda

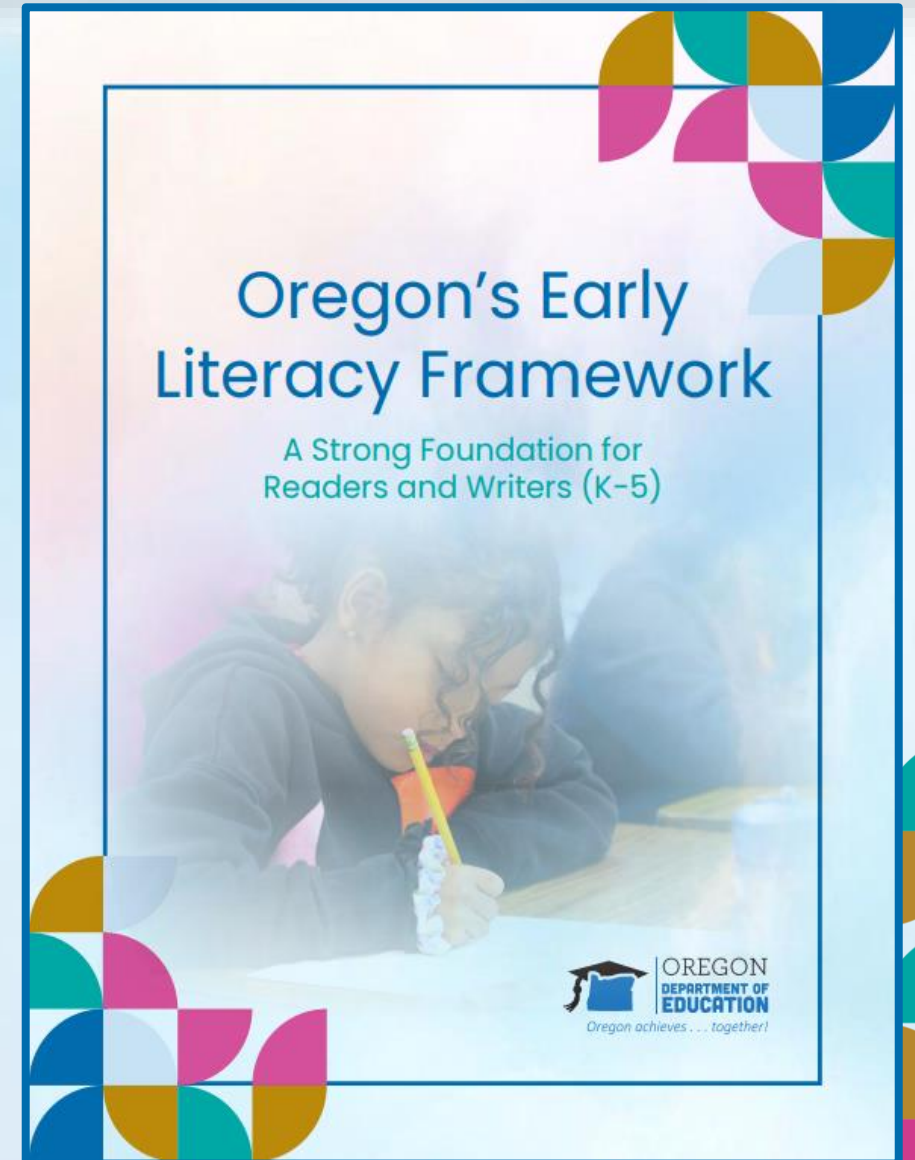
1. Welcome & Community Building Activity
2. Introduction to the Oregon Early Literacy Framework
3. Key Ideas in the Framework that Support Multilingual Learners
4. Instructional Practices & Resources
5. Reflection & Closing



Oregon's Early Literacy Framework (K-5)

THE CORE PURPOSE OF THIS FRAMEWORK IS TO:

1. *Build statewide coherence, clarity, and common ground*
2. *Fuel action and improvement*
3. *Provide a practical road map for schools and districts to support leading for a literacy lift*
4. *Serve as a shared north star for educators and community*
5. *Align with Governor's vision for improving student literacy outcomes*



Guiding Principles

The following principles guided the development of this Early Literacy Framework:

Early literacy begins at birth.

Children are full of literary promise.

Families and communities play an important role.

Multilingualism benefits everyone.

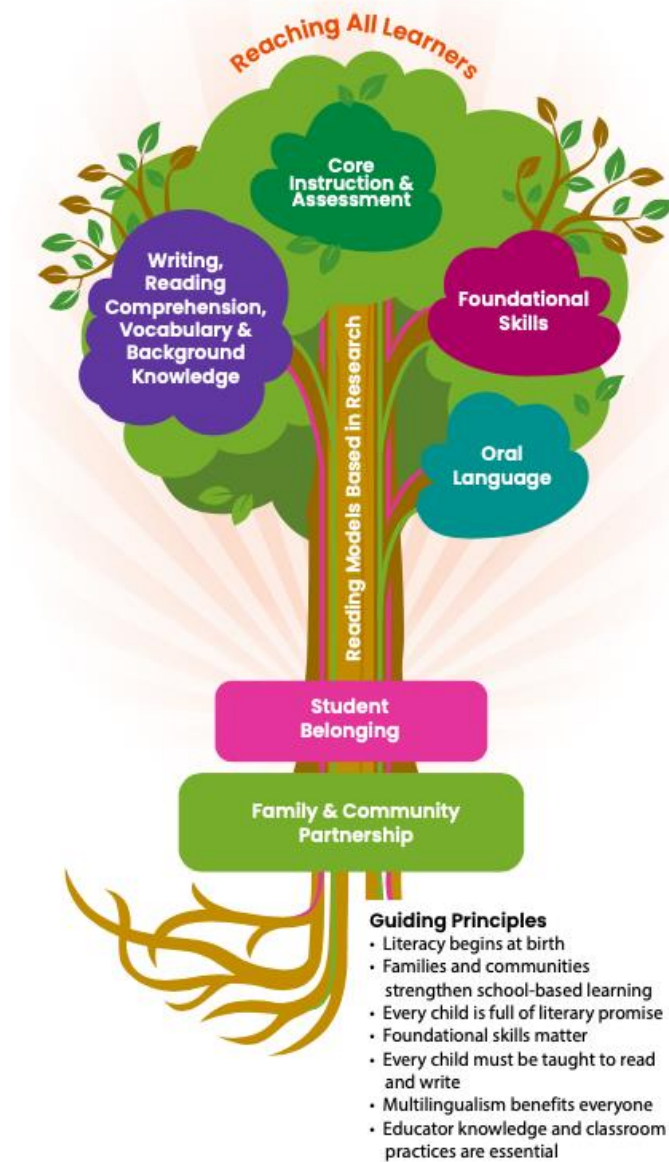
Foundational skills matter.

Teacher knowledge and practice are critical.

Every student can be taught to read and write.



Reaching All Learners



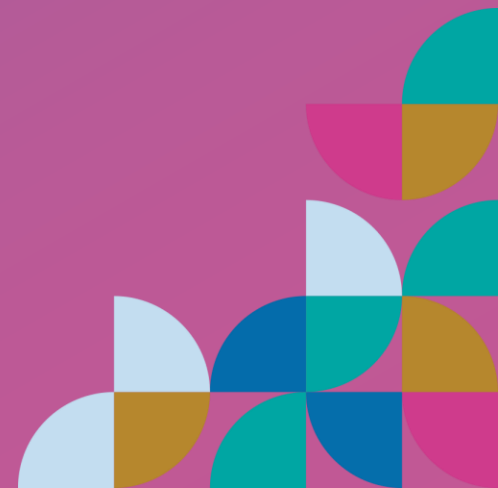
Key Ideas for Supporting the Early Literacy Development of Multilingual Learners

True or False?



Evidence-based literacy instruction for multilingual learners is also culturally and linguistically responsive.

True!



Evidence-Based Culturally Responsive Literacy Instruction for Multilingual Learners

Culturally responsive educators hold high literacy expectations for multilingual learners.

- Bodies of research, such as the Science of Reading, provide insight for supporting multilingual learners to read.
- Instructional materials that support multilingual learners are intellectually rich and culturally affirming.

References: Ladson-Billings, 1995; The Reading League, 2023



Evidence-Based Culturally Responsive Literacy Instruction for Multilingual Learners (2)

Highly effective educators teach literacy in an asset-based, linguistically responsive way.

- Compare phonemes across home languages and English
- Point out cognates or false cognates
- Encourage translanguaging, the purposeful combination of languages

References: Garcia & Wei, 2014; The Reading League, 2023



Educators should teach multilingual learners' foundational skills before developing their reading and writing comprehension skills.

False!



Teach multilingual learners
foundational skills while
developing their language,
reading, and writing
comprehension skills.

True!



Teaching Foundational Skills in Service of Meaning-Making

Skilled readers bridge word recognition and language comprehension.

- Foster multilingual learners' foundational skills alongside language, reading, and writing comprehension.
- Explicitly teach foundational skills, when possible, in students' home language and English.

References: Baker et al, 2014; Herrera et al., 2022



Oral language development is key
to supporting the literacy of
multilingual learners across all
content areas.

True!



Developing Oral Language as a Foundation for Literacy Across Content Areas

Oral language is the root of literacy for all learners, and especially multilingual learners.

- Developing oral language at both home and school strengthens the overall literacy of multilingual learners.
- Building foundational skills and vocabulary alongside oral language supports multilingual learners to make meaning while decoding.

References: Baker et al, 2014; Castro et al., 2011; Seidenberg, 2017



Developing Oral Language as a Foundation for Literacy Across Content Areas (2)

Language and literacy instruction occur throughout the day and across content areas.

- Educators explicitly teach the language demands and language features of content areas for multilingual learners to access new learning.
- Integrate oral language practice to increase the opportunities for students to demonstrate and reinforce understanding

References: Cárdenas-Hagan, 2020; Morton, 2016



Linking Research to Instructional Practice

Myrna Muñoz, Sr. Strategic Advisor for
Multilingual and Migrant Team, ODE

Jennifer Fontana, Multilingual Education
Specialist, ODE



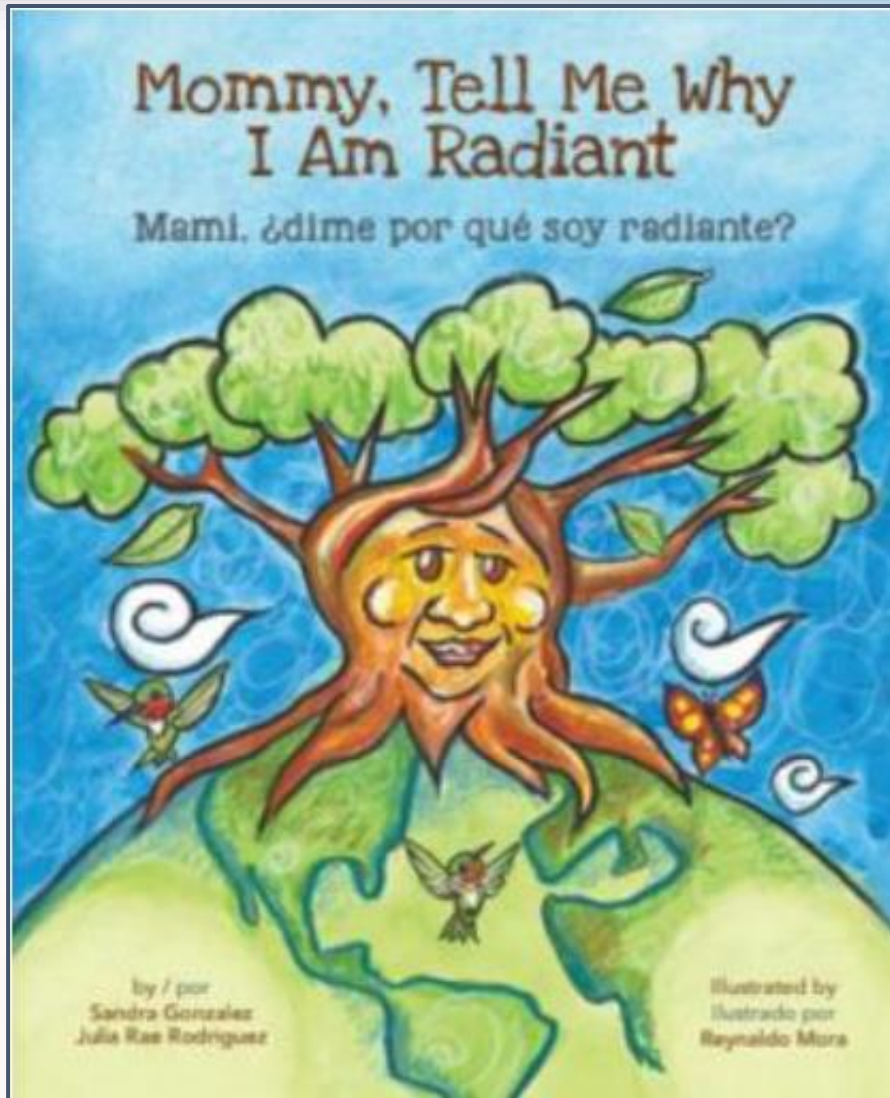
Instructional Example: Shared Reading and Writing

Key lesson demonstration objectives:


- Showcase a multicultural text with high level vocabulary
- Foster oral language as a platform for reading and writing comprehension
- Highlight the linguistic scaffolds an educator might use to make content knowledge accessible for multilingual learners
- Illustrate the teaching of foundational skills for meaning-making

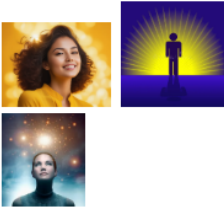
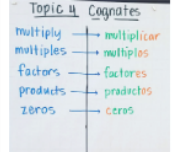


Text and Lesson Plan



Early Literacy Lesson Plan Demonstration
Text: Mommy, Tell Me Why I Am Radiant, Mami, ¿dime por qué soy radiante?
By Sandra Gonzalez & Julia Rae Rodriguez

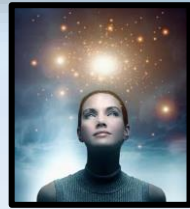


Lesson aspect	Instructional moves			Notes
Pre-reading (Getting ready to read the book) (7-10 min)	<p>Vocabulary</p> <p>Develop student understanding of the word radiant</p>  <p>Explore the pictures and have students explain what they understand about the word given the pictures (using their entire linguistic repertoires)</p>	<p>Comprehension</p> <p>Discuss other ways the book elaborates on the aspects of radiance (twinkling, ray, glow, illuminating, brilliant, bright, dazzle, shimmers, glistening, beaming, warm, lights, vibrant)</p> <p>As students brainstorm, teacher listens for words that may be mentioned in the book (synonyms of radiant) to highlight that they are synonyms, and adding it to the radiant synonym web.</p> <p>"This book is about that moment when you decide to ask your mom questions- do you ask your mom questions?..."</p>	<p>Bridge</p> <p>If it comes up and one of the students says "radiante" this can be an opportunity to begin the bridging chart for the book:</p>  <p>Radiant- radiante Ray - rayo Illuminating - luminosa Brilliant- brillante Genius- geniales Crystals - cristales Glorious- gloriosa Creativity- creatividad Majestic- majestuoso Energy- energia Personality- personalidad Unique- unica</p>	<p>Assessment considerations:</p> <p>Use of full linguistic repertoire to make meaning</p> <p>Understanding of synonyms</p> <p>Understanding of cognates</p> <p>Understanding of synopsis</p>

[Link to complete lesson plan](#)

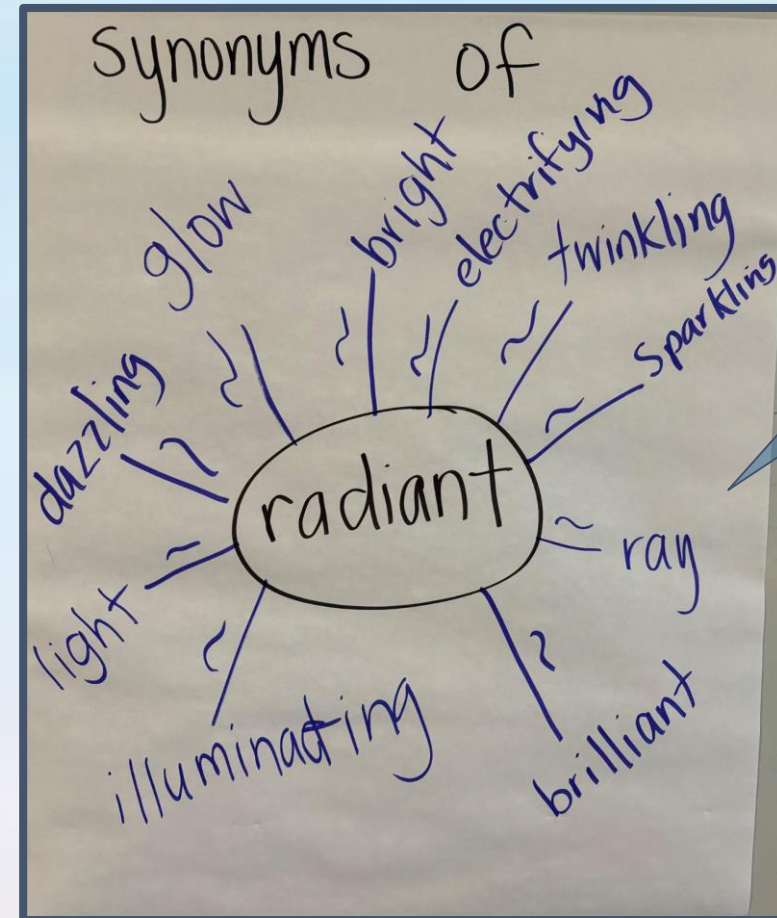
Pre-reading artifacts—instructional anchor charts and visuals

Link to students' home language



Visual representation of new vocabulary

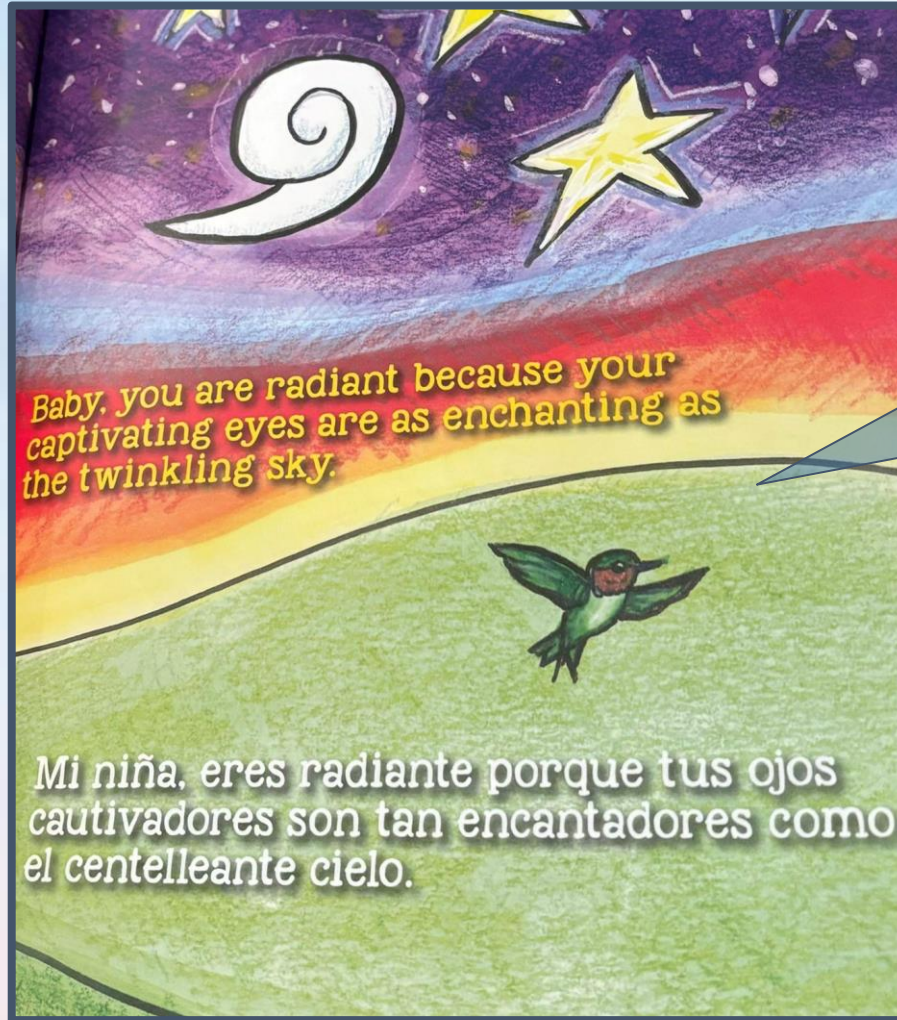
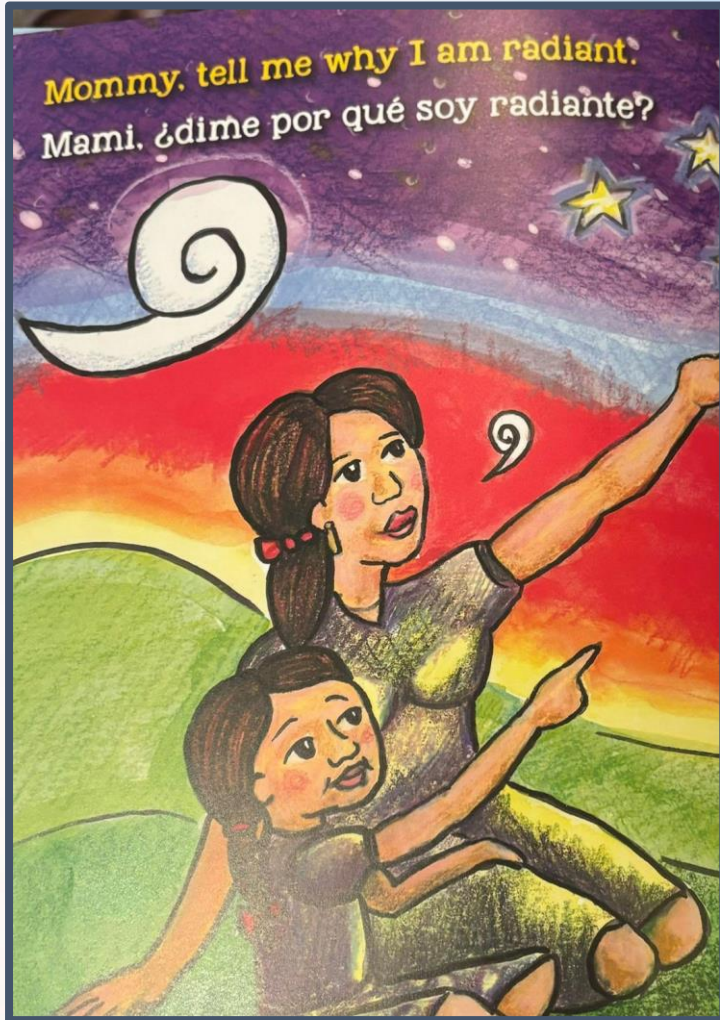
Cognates	
English	
radiant	radiante ^{-D}
illuminating	iluminando ^{-D}
brilliant	brillante ^{-m}



high-level vocabulary development

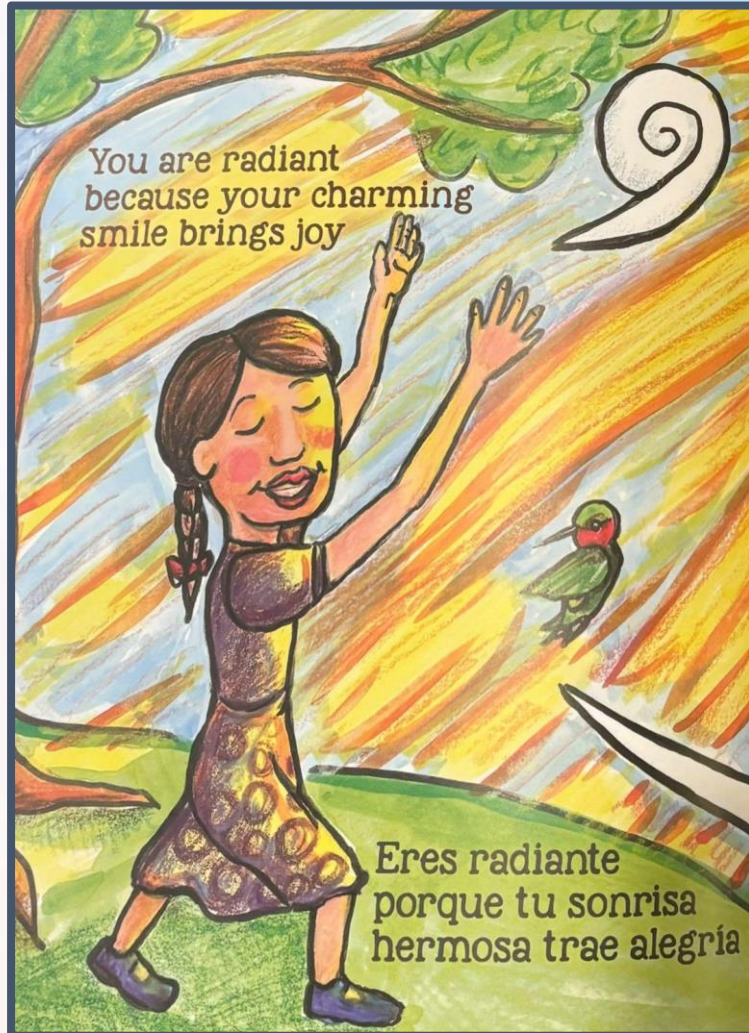


During reading



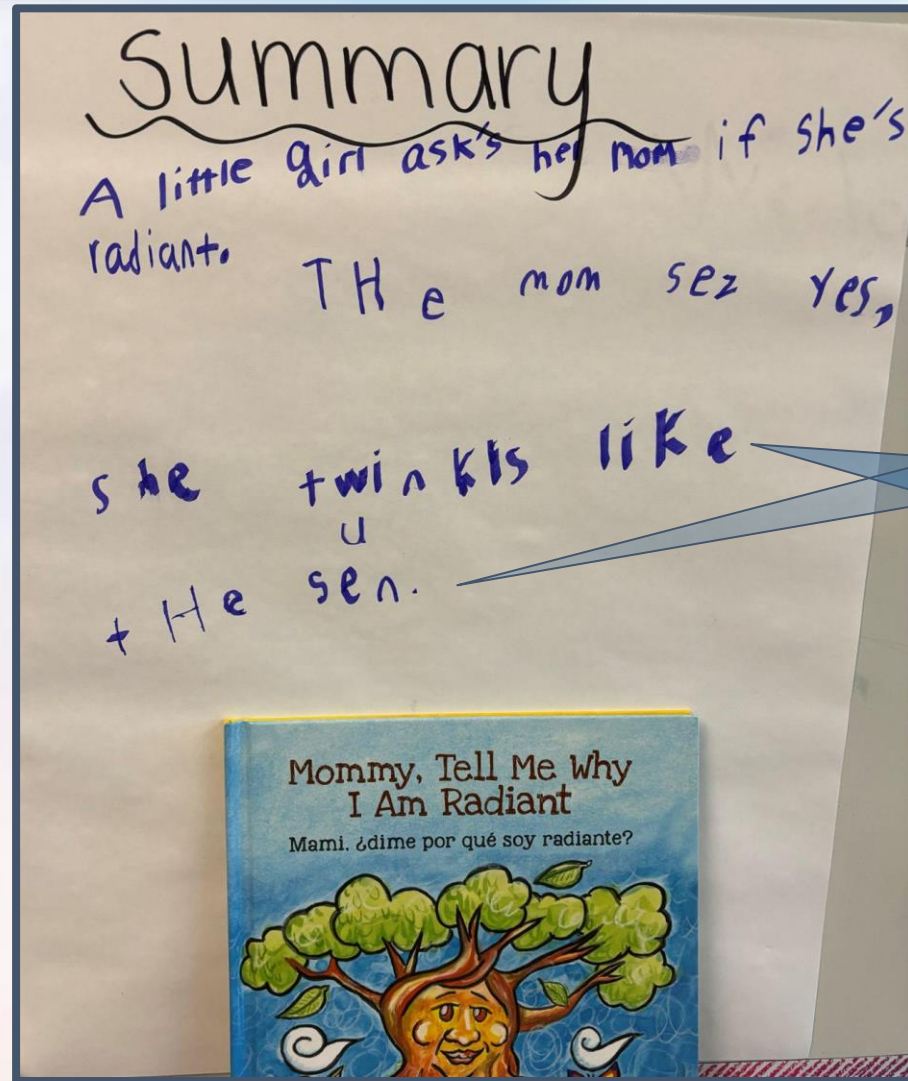
opportunity to
point out
twinkling as a
synonym for
radiant

During reading (2)



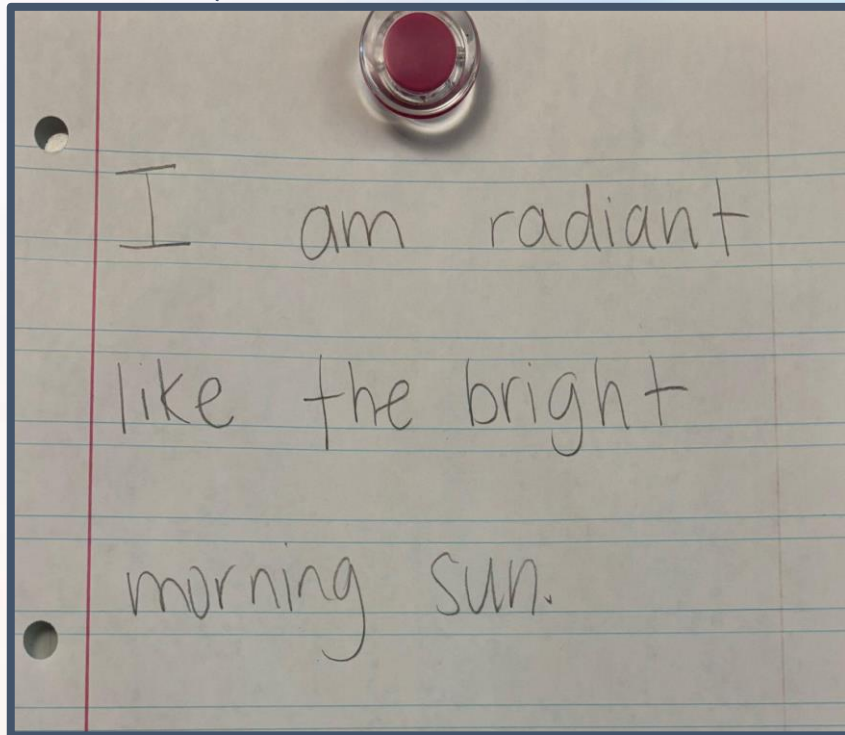
opportunity to
point the word
like with a
“silent e”
making the
long vowel
sound for “i”

Post-reading artifacts—shared writing

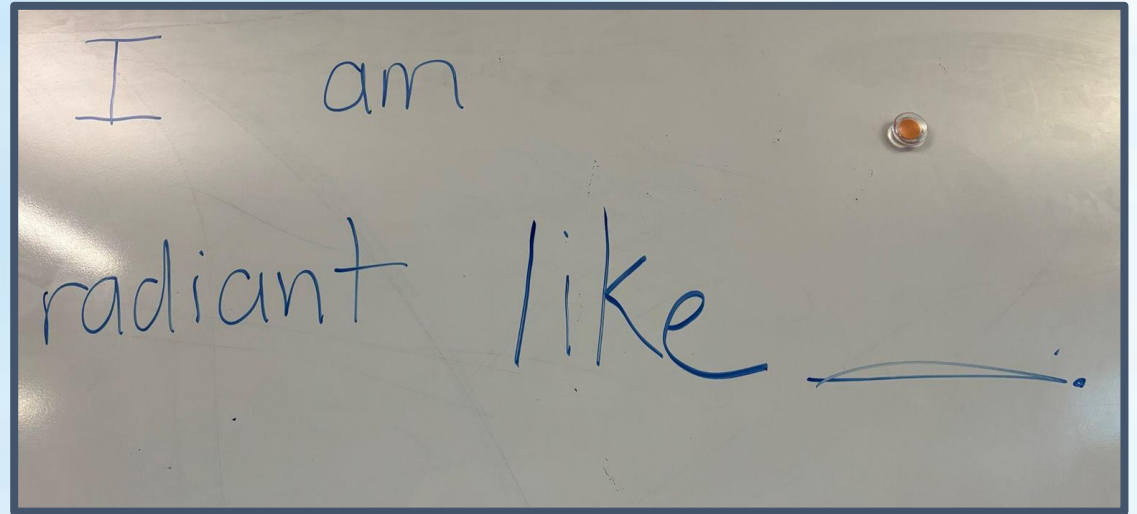


Post-reading/writing artifacts—language scaffolds

Language example
with complete
sentence.



I am radiant
like the bright
morning sun.



I am
radiant like _____.

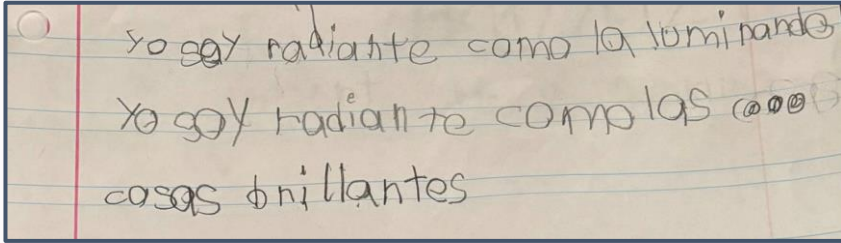
Sentence starter



Formative Assessment Information

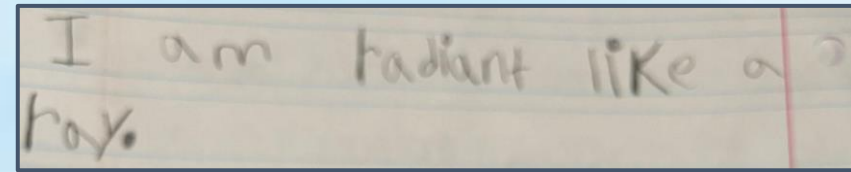
All students wrote a sentence and 21/22 students read their writing back to me.

1/22 students wrote in Spanish



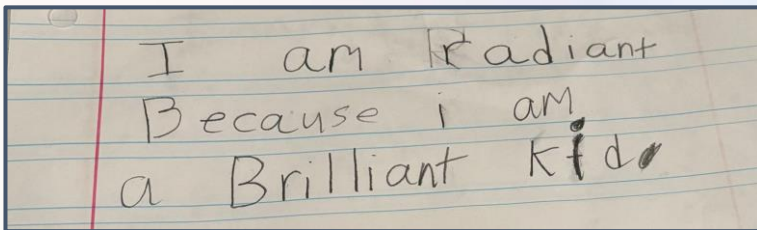
yo soy radiante como la luminando
yo soy radiante como las cosas
cosas brillantes

10/22 students used an adjective to radiant as a noun



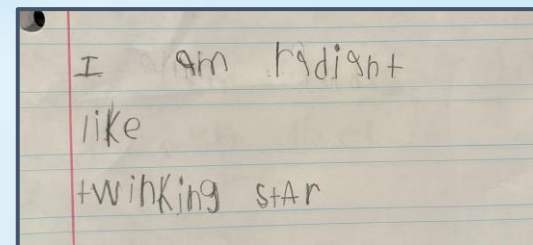
I am radiant like a boy.

1/22 student wrote a complete sentence without the sentence stem



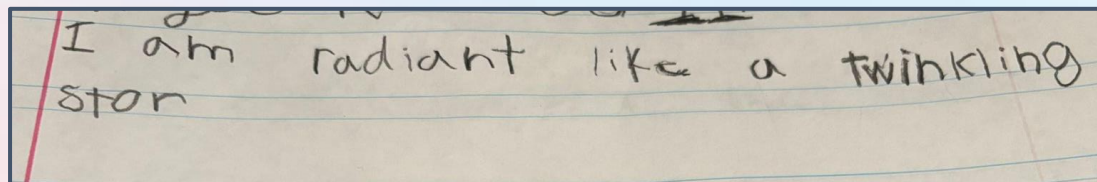
I am Radiant
Because i am
a Brilliant kid.

4/22 students wrote a complete sentence but were missing an article



I am radiant
like
twinkling star

7/22 students wrote a complete sentence with a synonym of radiant serving as adjective to another noun



I am radiant like a twinkling
star



Key Lesson Takeaways—centering multilingual learners in literacy instruction planning

- Ground all lessons in culturally responsive practices that foster students' sense of belonging
- Integrate oral language and vocabulary development into literacy and content lessons
- Incorporate sheltered and linguistic scaffolds into instructional practices
- Connect meaning and comprehension to phonics instruction
- Make connections between English and a child's home language when possible
- Use formative assessment to understand students' strengths and identify areas for future instruction



Resources to Support Multilingual Learners

[The Multilingual Learner Toolkit for Teachers](#)

This toolkit provides additional instructional strategies that serve MLs, including guidance about family engagement, oral language development, and others.

[Webinar: The Science of Reading is Culturally Responsive](#)

A webinar describing the ways in which evidence from the Science of Reading aligns with culturally responsive teaching.

[Foundational Skills to Support Reading for Understanding Practice Guide](#)

An Institute of Educational Sciences resource highlights how to teach foundational skills for meaning-making.

Webinar Takeaways



Evidence-based literacy instruction can and should be culturally and linguistically responsive to the identities of multilingual learners.



Multilingual learners deserve comprehensive literacy instruction, including explicit instruction of foundational skills as a stepping stone towards meaning-making.



Educators can leverage oral language development as a cornerstone for building literacy across content areas.



Thank You!

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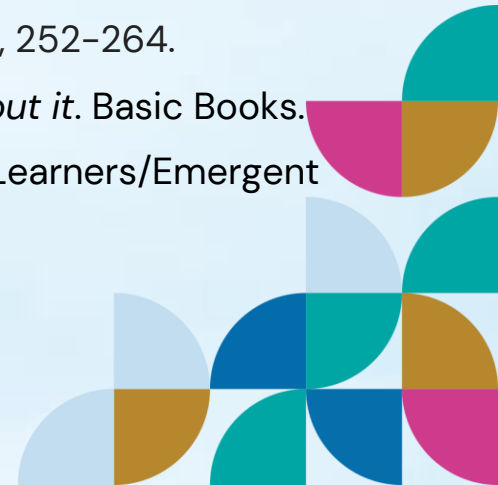
Myrna Muñoz,

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Developed by



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Oregon achieves . . . together!

