



Oregon's Early Literacy¹ Framework

*Oregon House Education Committee
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Oregon Department of Education

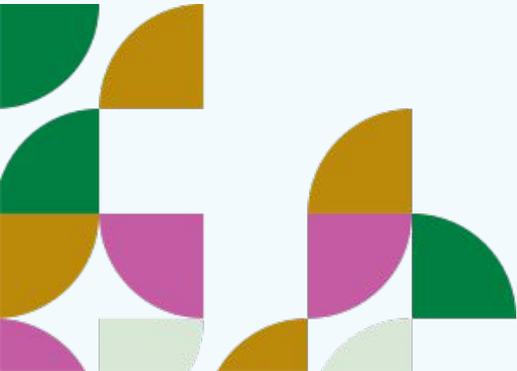
An illustration showing several hands of different skin tones (light, medium, and dark brown) reaching towards the center and holding each other in a supportive grip. The hands are wearing various colored sleeves (yellow, red, teal, grey). The background is a solid light beige color.

The Oregon Department of Education, Education Service Districts, school districts, and public charter schools hold **an essential responsibility** to ensure **every child in Oregon** reads and writes with confidence and competence (ideally in more than one language).

Guiding Principles

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

- **Early literacy begins at birth:** Families and caregivers are important first partners in intentional language development that cultivates later success in literacy and in life.
- **Children are full of literary promise:** An asset-based orientation is foundational to literacy development. Children are brimming with literary, cultural and linguistic strengths—ready to be seen and expanded.
- **Every student can be taught to read and write:** Thoughtfully designed literacy instruction—rooted in reading and writing research, reflective of culturally responsive practices, aligned to Oregon standards, supported with high-quality instructional materials and inclusive of targeted supports—ensures students learn to read and write.
- **Multilingualism benefits everyone:** Instructional practices that serve multilingual students are proven strategies to accelerate learning and deepen culturally responsive learning.
- **Foundational skills matter:** Daily, explicit instruction in foundational literacy skills lays essential groundwork to enable comprehension and meaning-making.
- **Teacher knowledge and practice are critical:** Teaching literacy is richly complex. Professional learning, time for planning and collaboration—as well as consistent encouragement and feedback—are essential.
- **Families and communities play an important role:** 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.



Purpose

Why a Framework?

Oregon's Early Literacy Framework emphasizes core instructional practices that benefit all students, with an intentional emphasis on how those practices can be leveraged to best serve students who have been historically marginalized by education systems, including multilingual learners and students experiencing disabilities.

The 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 literacy lift.*
4. *Serve as a shared north star for educators, leaders and community, in alignment with the Governor's vision for improving student literacy outcomes.*



Draft Table of Contents

Section 1: Student Belonging– A Necessary Condition for Literacy Learning

Section 2: Language as the Root of Literacy Development

Section 3: Foundational Literacy Skills

Section 4: Purposeful, Comprehensive Literacy Instruction

Section 5: Reaching All Learners

Section 6: Family and Community Partnerships

Section 7: Leading for Literacy Implementation



Sections 3 & 4: Five Pillars of Reading

In 2000, the National Reading Panel identified five components as part of a comprehensive system for literacy instruction: including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Later research has built on these original components to include oral language and written expression.

- **Phonemic awareness:** an awareness of, and the ability to, manipulate the individual sounds (phonemes) in spoken words;
- **Phonics:** the study and use of sound/spelling correspondences and syllable patterns to help students read written words;
- **Fluency:** reading text with sufficient speed, accuracy, and expression to support comprehension;
- **Vocabulary:** the body of words and their meanings that students must understand to comprehend text; and
- **Text comprehension:** the ability to make meaning using specific skills and strategies, vocabulary, background knowledge, and verbal reasoning skills.

Sections 3 & 4: Scarborough's Rope

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

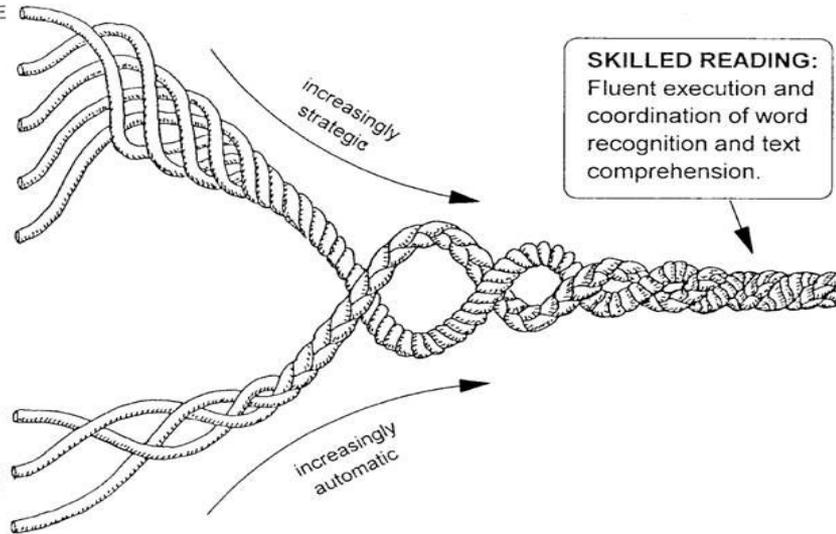
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



SKILLED READING:

Fluent execution and
coordination of word
recognition and text
comprehension.

Section 5: Reaching All Learners

To fully support all students, a comprehensive literacy approach extends beyond the core tenets of the science of reading:

1. The science of reading, in and of itself, is not fully responsive to the unique needs of individual learners - especially multilingual learners.
2. There are many structures and routines in schools and systems that influence how, when, and with what quality those tenets are implemented. Development of foundational skills is a necessary, but not sufficient, condition for students to appreciate and use the written system—to make meaning with it, continue to acquire rich language from interactions with it, express themselves effectively in writing, and gain knowledge from text sources.

For literacy instruction to be comprehensive and culturally responsive, it is important to think of the science of reading as the floor, not the ceiling.

What's Next

March: Preview Draft complete

March & April: Consultation & Review

May: Revise Preview Draft

May 30: Final Framework Release (target date)

Questions?

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