Oregon's Early Literacy Framework *Preliminary Preview*

A Starting Place for Lifting Literacy In Oregon

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Important Considerations About the Preview Draft

Thank you for your interest in Oregon's Early Literacy Framework. State literacy data, research, a national state scan of literacy frameworks, consultation from literacy researchers, conversation with practitioners, and initial community input has informed this preview draft. **In the coming months, the Oregon Department of Education (ODE) will continue to revise and develop Oregon's Early Literacy Framework in anticipation of releasing the final version on May 30, 2023**. Further refinements will be made in light of continued consultation and input, most specifically working to ensure the framework adequately attends to supporting multilingual learners and students who experience disability, including students who experience dyslexia.

As you review this preliminary document, here are some important reminders:

- This preview draft is not a final version of the Oregon Literacy Framework.
- This preview draft will be revised between now and the final publication.
- This preview draft is not intended for use as a core document to inform school, district, ESD, or public charter school planning or implementation efforts, as it is subject to change.
- The final version of the Oregon Early Literacy Framework will be available on May 30, 2023.

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Introduction & Purpose

When a child first comes to school, they arrive brimming with literary and linguistic strengths—ready to be seen and expanded. Oregon's children enter literacy learning through their home and community, where language, culture, and identity are affirmed by families and caregivers who serve as important first teachers and storytellers. Students' accumulated familial, cultural and linguistic experiences, or funds of knowledge[1] (see Appendix C: Glossary), serve as the foundation for building rich literacy skills and experiences and finding deeper joy, meaning, and purpose in the larger world.

> *"Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy is both* freedom from — *from ignorance, oppression, poverty — and* freedom to — *to do new things, to make choices, to learn."*
>
> Koichiro Matsuura[2]

Children have the right to literacy instruction that guarantees proficiency, addresses instructional strengths and needs, and provides learning conditions and content exposure that honor linguistic and cultural assets and lived experiences. 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 focal student groups who education systems have historically marginalized.

Oregon's current approach to literacy instruction is not meeting the strengths and needs of our students, particularly those at the margins of our system. Engaging students in literacy learning means being clear about why reading and writing matter and how literacy can change lives. For students marginalized by the system, the ability to read and write has an even greater impact on life outcomes, including learning trajectories, access to career opportunities, and choice-filled lives. Far too often and with far too much predictability, focal students in Oregon are farthest away from literacy success due to systemic inequities, implicit bias, racism, and lack of instructional opportunity.

> For the purposes of this framework and the Implementation Playbook, focal student groups align with the broader definition within the Student Success Act as "students of color; students experiencing disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools."
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> *See Appendix C: Glossary for additional terms.*

To nourish our children in ways that lead to literary empowerment requires collective commitment. From the local library to relief nurseries, community partners to childcare providers, preschools to higher education, local businesses to teacher preparation programs, and elders to neighbors: literacy is a community commitment. Moreover, the Oregon Department of Education, Education Service

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[1] Moll et al., 1992

[2] Peske, 2022

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).

To realize this promise, Oregon must make significant strides to improve the quality of literacy instruction and to ensure the experience of belonging in classrooms. This means ensuring that every student receives classroom instruction aligned to grade-level standards (see *Appendix C: Companion Guidance Documents*) and thoughtfully informed by research and culturally responsive practices*, and* cultivating and strengthening community partnerships and family engagement to meet students' strengths and individual needs.

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 the 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.

In support of strong readers, writers, and thinkers, Oregon's Early Literacy Framework provides a call to statewide action, lays forward a research-based instructional vision, and sets forward a practical implementation roadmap for K–5 educators to grow every student's literacy skill. At its heart, Oregon's Early Literacy Framework is intended to help build momentum and capacity for strengthening belonging and literacy instruction in all K–5 classrooms so that all children leave elementary school proficient in reading and writing in at least one language.

Guiding Principles

The following principles anchor Oregon's Early Literacy Framework:

- **Early literacy begins at birth:** Families and caregivers are important first partners in intentional oral language development that cultivates later success in literacy and life.
- **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.
- **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 must be taught to read and write:** Thoughtfully designed literacy instruction– rooted in reading and writing research, reflective of culturally responsive and inclusive practices, aligned to Oregon standards, supported with high-quality instructional materials, and inclusive of targeted supports—ensures all students learn to read and write.
- **Foundational skills matter:** Literacy is not possible without foundational skills. Daily, systematic, and explicit instruction in foundational literacy skills lays the essential groundwork to enable comprehension and meaning-making.
- **Multilingualism benefits everyone:** Instructional practices that serve multilingual students are proven strategies to accelerate learning and deepen culturally responsive learning.

- **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.

Navigating the Framework

The framework is divided into eight key sections:

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

Section 2: Oral Language as the Root for Literacy Development

Section 3: Reading Models Based in Research

Section 4: Foundational Skills

Section 5: Beyond Foundational Skills

Section 6: Reaching All Learners

Section 7: Family and Community Partnerships

Each section is designed to help reinforce key ideas that are critical for early literacy success. **Section 8: Early Literacy Implementation Playbook** lays a practical roadmap for literacy transformation in schools and districts.

Together, the sections work to ground reading research as an essential foundation to operationalize deeper strategies for change to improve student literacy learning.

For the purpose of this framework, early literacy refers to the skills outlined by Oregon's English Language Arts Standards for grades K–5, inclusive of reading foundational skills (e.g., print concepts; phonological awareness; phonics and word recognition; fluency); comprehension; language and vocabulary; writing; speaking and listening. These standards (*see Appendix B: Companion Guidance Documents*) reflect the literacy skills and knowledge that begin developing before students enter kindergarten and will continue to develop over time and lay a foundation for further and more advanced literacy development in later grades.

> ## Helpful Resource: Institute for Education Science What Works Clearinghouse Practice Guides
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> The following list includes practice guides that informed the development of Oregon's Early Literacy framework.
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> - [Foundational skills to support reading for understanding in kindergarten through 3rd grade](#) Foorman et al. (2016).
> - [Improving Reading Comprehension in Kindergarten Through 3rd Grade](#) Shanahan et al. (2010).
> - [Preparing Young Children for School](#) Burchinal et al. (2022).
> - [Teaching Academic Content and Literacy to English Learners](#) Baker et al. (2014).
> - [A First Grade Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills](#) Foorman et al. (2020).
> - [Teaching Elementary School Students to Be Effective Writers.](#) Graham et al. (2018).

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

Children seek belonging and are hardwired for attunement with the adults and peers around them; for children to thrive, they need a sense of belonging and safety. Children keenly perceive how others receive them within their school environments and if their ways of knowing, speaking, being, and learning are affirmed and reflected at school. When children are taught by educators who believe they can learn at high levels and provided with learning opportunities that honor language, community, and culture, the conditions for them to succeed are set. Only when schools become extensions of spaces that encourage children to be fully seen and known do belonging and learning both take root.

> "Reading science has shown us what needs to be amplified in early reading, but for this practice to be equitable for students, we must also address the how...To implement foundational skills programs equitably, we also must ensure that in addition to holding high expectations for all students that all students have access to a full range of supports, culturally relevant content and practices, and aligned instructional materials"
>
> Pimental & Liben (2021)

Building inclusive and supportive environments in schools that nurture belonging is essential to growing readers and writers. While specific aspects of literacy research and systematic, explicit literacy instruction are foundational, it is important to give equal weight to the necessary conditions of belonging that children require in learning to read and write.[3] Children learn best when they are part of a positive school climate where everyone feels safe, seen, valued, and respected. An asset-based orientation permeates teacher–student interactions, including teaching moves and instructional decisions. The narrative around the literacy crisis must move beyond children as what requires fixing toward a redesign of the learning experience and a reset of the adult mindset.

> "Belonging is a fundamental human need. People search for a sense of connection with the people and places in their lives. Students spend a huge portion of their time during childhood and adolescence at school, which makes it essential that the learning environment cultivates a sense of belonging for students. A recent review by Kelly-Ann Allen and her colleagues of the academic research on belonging found evidence of our need to connect embedded in our genetic code."
>
> Michael Ralph (2022)

Culturally Responsive Practices

Culturally responsive practices[4] provide learning environments that foster belonging and asset-based learning experiences designed to value children's culture, language, lived experiences, and

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[3] Pimental & Liben, 2021

[4] Gay, 2018

identity. It is a research-based approach to teaching, learning, and assessment that recognizes and leverages students' cultural knowledge, life experiences, languages, and ways of being. When students are in an environment that incorporates culturally responsive practices, they see themselves in the learning and the curriculum.[5] Culturally responsive practices help students engage with learning and see the relevance of reading and writing to their own lives.

A culturally responsive educator matches literacy instructional practices, text selections, and formative assessment approaches with what they know about their students. As such, culturally responsive practices require support and time for educators to explore how their perspectives and life experiences shape decisions that influence student learning. Anchored in a deep belief that all students can engage in meaningful and connected literacy, culturally responsive teachers value their students' social identities, including their race, ethnicity, ability, gender, home language, and lived experiences.

Children come to school in the full dimension of their humanity (inclusive but not limited to their culture, gender, language, and religion). When schools, therefore, see students through a single lens, they see a partial picture of their lived experiences. For students to feel known, it is important that educators learn to see and acknowledge our students' intersectional identities, especially when they do not reflect the dominant culture. When educators understand and teach about identity and intersectionality,[6] they are more likely to embrace students' multiple identities and recognize that a single social identity does not fully represent or define a child. By affirming multiple identities and histories of students' lives, students can show up authentically and meaningfully engage in their educational experience. Most importantly, when instruction and engagement are paired by leveraging what educators know about a child and honoring intersectionality, it fundamentally shifts access to literacy learning.[7]

High Expectations with Responsive Support

An important tenet of culturally responsive practice is that educators hold high expectations with responsive support for every student. In literacy environments, this means providing all students, including students experiencing disabilities and multilingual learners, with access to grade-level standards,[8] texts, tasks, and experiences while also providing robust support for students in achieving these goals. Culturally responsive educators see a child's brilliance and potential and believe the child is capable of academic success.[9] These educators have been described as "warm demanders," --a term to describe an educator who expects a great deal from their students while also conveying warmth, care, and support.[10] In literacy instruction, this means explicit modeling of skills with ample scaffolding and practice that provides students with the tools they need to reach grade-level literacy learning goals. While instructional strategies may vary in the approach to teaching with high expectations and high support, the message is the same: every child in the classroom can achieve at high levels and participate in the cognitive richness and depth of knowledge required to meet grade-level standards. In *Culturally Responsive Teaching and the Brain*, Zaretta Hammond explains that "culturally responsive teaching is a serious and powerful tool for

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[5] Hammond, 2015

[6] Crenshaw, 1989

[7] Gay, 2018

[8] *Standards - ELA*

[9] Krasnoff, 2016

[10] Kleinfeld, 1975; Delpit, 2013; and Hammond, 2015

accelerating student learning"[11] and provides the Ready for Rigor framework[12] as a tool for applying culturally responsive practices in the classroom.

Diverse Texts

Culturally responsive literacy instruction includes the selection of a high-quality literacy curriculum and supplemental materials that include characters, settings, and authors that are diverse and reflective of the abilities, identities, and cultures of the students and those in the student's community. When materials reflect and honor student identity, home language, and culture, they contribute to a welcoming and affirming classroom environment. Throughout early literacy, concepts in diverse texts also provide opportunities for students to engage in discussions about their culture and identity, as well as to explore power dynamics in society and to consider how choices affect others.[13] This exposure encourages reflection and connection through the exploration of language and writing that builds relationships and understanding and invites the learning of someone else's perspective.

> "Seeing ourselves in stories and other texts is a powerful human need. Being able to say, 'Look, there I am!' feels good. It helps us know that who we are is recognized and validated and that we are not alone."
>
> National Council of Teachers of English

Culturally responsive instruction in literacy builds awareness of the author's perspective, addressing the experiences of diverse populations, while also exposing and disrupting any negative stereotypes that may be present in materials. When reviewing early literacy curricula and supplemental materials, it is important to go beyond superficial representation and to carefully avoid common biases in materials that can include harmful stereotypes. Oregon's ELA instructional materials evaluation tool[14] as well as the Culturally Responsive Curriculum Scorecard Toolkit[15] from New York University are resources to support the review and evaluation of literacy curriculum materials. Additional conversations about the important role of text selection and use can be found in Section 4.

> Dr. Rudine Sims Bishop[16] describes these opportunities as windows, mirrors, and sliding glass doors:
>> "Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self affirmation, and readers often seek their mirrors in books."

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[11] Hammond, 2015

[12] Hammond, 2013

[13] Schlund, 2019

[14] Adoption criteria for instructional materials

[15] The Education Justice Research and Organizing Collaborative (EJ-ROC)

[16] Sims Bishop, 1990

Social Emotional Learning and Literacy

In addition to culturally responsive practices, implementing Social and Emotional Learning in schools creates caring, just, and affirming environments that support student learning.[17,18] Because all learning is social and emotional, a Social and Emotional Learning approach during early literacy promotes student voice and agency, fosters well-being, and dedicates time and space for students to make sense of their learning and experiences. Centering the Transformative Social Emotional Learning[19] constructs of *identity, agency, belonging, curiosity,* and *collaborative problem-solving* throughout students' literacy development can provide rich context and conditions for authentic student engagement. An example of social-emotional learning connected with literacy is when students can discover their reading identity by setting, planning, and tracking literacy goals for themselves.

Incorporating culturally responsive practices and social-emotional learning are more than strategies that schools can use in creating the necessary conditions for student learning to flourish–these are the lifeblood of belonging. When children experience belonging, they are not only more engaged and more motivated to learn, but they are also likely to take risks in their learning and experience higher academic achievement.[20] Classrooms with culturally and linguistically affirming learning environments, where children are encouraged and challenged, provide the most fertile soil for reading, writing, speaking, and listening to occur.

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Key Takeaways to Promote Belonging, Counteract Bias, and Ensure Equitable Instructional Access[21]

- Honor and accommodate variations in students' language and culture in ways that affirm all aspects of identity.
- Affirm race, culture, language, ability, and identity in the task, texts, and the delivery of literacy instruction, thereby counteracting biases actively.
- Guarantee deliberate grade-level content and standards alignment (inclusive of systematic foundational skill instruction) across all settings.
- Ensure children are not siloed into below-grade-level lessons that mimic tracking. Students' access to additional support is not at the cost of access to grade-level instruction.
- Elevate student assets and re-rewrite destructive narratives about the academic capacity of children historically marginalized by the system.

Recommended Resources:

Culturally Responsive Instruction for Native American Students

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[17] Durlak et al., 2011

[18] Greenberg, 2023

[19] Transformative SEL

[20] REL Northwest

[21] Reading as Liberation- An Examination of the Research Base

Section 2: Oral Language as the Root of Literacy Development

Language is foundational for children as they make sense of the world, develop relationships with others, and understand their role in their home, school, and community.[22] When educators understand the role of oral language and dialect in literacy acquisition, they can leverage students' oral language skills in any language or variation of English. They can further students' literacy development by intentionally providing scaffolding to support the simultaneous development of language and literacy skills. Skilled educators map new learning onto existing knowledge to expand student understanding. Building from all linguistic strengths students bring to the classroom in authentic contexts accelerates literacy learning.

The Role of Oral Language in Early Literacy Development

Literacy development is increasingly understood as a process that begins as the brain develops language – hence the increasingly familiar refrain "literacy begins at birth." As infants hear more sounds from their home language(s), their brain connections become stronger, and they become more adept at recognizing the sounds of their home languages. These first sounds a child may hear or see (signed) are the voices of the people in their home,[23] which serves as the initial source of knowledge about language and their world. In turn, learning to read involves learning about print, specifically how words known from speech are represented in a visual-graphical code or written language.[24]

A child's ability to read and write is predicated on oral language because of the preliminary role oral language plays in laying the groundwork for foundational literacy skills.[25] In fact, research supports that reading, writing, and oral language are so highly related that they can be thought of as a single literacy category.[26] It is also true that oral language is highly correlated with comprehension, which can be explained by the overlap in word recognition and oral language skills.[27] Students' comprehension of spoken language is critical for their reading comprehension — the ultimate purpose of reading — as well as for writing ability.[28] The larger context of how oral language is situated within and interacts with other elements of literacy is explored further in Section 3.

Oral Language Skills and Text-Based Language Skills are Interrelated

Oral language includes semantics, which is essential to vocabulary development. It also includes phonology, of which phonological awareness is a component critical to reading. When children learn to segment and blend initial and final phonemes of words in speech (phonemic awareness), they can learn to connect the corresponding letters and begin to master the alphabetic principle to identify

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[22] Herrera et al., 2022

[23] Seidenberg, 2017

[24] Seidenberg, 2017

[25] Foorman et al., 2016; Seidenberg, 2017; Snow et al., 1998

[26] Mehta et al., 2005

[27] Foorman et al., 2018; Lonigan et al., 2018

[28] Massachusetts Department of Elementary and Secondary Education

words accurately. Accurate decoding and encoding of words leads to high-quality representations of words in memory so that they can be recognized automatically by sight.[29] Such efficient recognition is critical to the fluent reading of words and comprehension.

Multilingualism Accelerates Oral Language & Literacy[30]

A growing number of Oregon's children are learning more than one language and can add multilingualism as one of their many strengths. There are many cognitive benefits to learning multiple languages. Dual language learners outperform monolingual students on tasks that use cognitive flexibility.[31] Dual language learners' brains get an extra workout because navigating two languages requires the brain to use inhibition, problem-solving, and task-switching skills. It offers natural practice with cognitive flexibility skills.

Transformative literacy instruction is rooted in an asset-based approach, in which teachers value the linguistic strengths students bring to the classroom. For multilingual students developing two or more languages, "this plurality of languages provides a multi-textured way of viewing, understanding, and interacting in and with the world…literacy development is nested within this larger picture of first and second language acquisition and use. Children's oral language practice and development in both languages is foundational to their literacy development."[32]

Multilingualism is a strength, and teachers should name this directly. This need to value multilingualism must be named directly as "…research shows that students who speak varieties of English beyond what is standardly accepted in school frequently experience teacher bias, which subjects them to deficit thinking about student intelligence[33]…[this] language bias pressures students to make decisions about their identity and asks them to choose who they will be with the effect of identity shelving and alienation."[34]

Decolonizing Literacy Learning: A More Inclusive Perspective of Oral Language

While learning the written word holds tremendous value in a child's literacy development, oral language must not be underestimated. Oral language plays a critical role in learning about self, culture, and tradition. When educators learn about the cultural and linguistic backgrounds of the children in their care and learn from the families of their children, they can then draw connections, build from linguistic strengths, and better support a student who may be struggling with written text.

Recognizing and Honoring the Significance of Native Oral History

Since time immemorial, Indigenous communities have centered story and oral language, passing information and carrying meaning and connection over generations without being transcribed or written. These Native stories share traditional knowledge and connection to the land and help to carry culture and important teachings; stories are often connected to seasons and the natural world.

[29] Dehaene, 2009; Ehri, 2020; Perfetti & Helder, 2022; Seidenberg, 2017

[30] Massachusetts Department of Elementary and Secondary Education

[31] Barac et al., 2014

[32] Herrera et al., 2022

[33] Delpit & Dowdy, 2002; Nieto, 2010

[34] Campbell, 1994; Devereaux, 2015; Reed Marshall, 2017

Oral tradition has kept Native languages and ways of knowing alive for thousands of years. Due to colonization and forced assimilation, Oregon Tribal Languages have dwindled from an original base of around 100 languages and dialects. The number of surviving languages with speakers has dwindled to about eight. Tribal elders often say that when a language goes extinct, a library dies.[35]

> "Our Language is as old as time itself. For countless generations our people lived out their lives speaking our words. In all that time, our words were never written. They were carried in the hearts and minds of our ancestors. They were learned by each generation and in turn taught to the next."
>
> Dr. David G. Lewis

Efforts such as Native language restoration programs at the Grande Ronde Tribe and Oregon's Tribal History Shared History[36] curriculum underscore the importance of honoring Indigenous language and restoring value and shared understanding for the role of oral language to Native culture and survivance. For example, the Tribal History Shared History curriculum includes a 4th-grade lesson[37] on the importance of oral storytelling: "Indigenous stories provide essential knowledge required to sustain and maintain certain ways of knowing and being. Each Tribal Nation has its own oral history, and these histories are just as valid as written records. Oregon Tribal Nations work hard to protect their lifeways and celebrate their ways of being and knowing."[38]

For the identity of Native children to be fully seen and honored in early grades, there is an essential role for the role of story and oral history. In early literacy, the cadence, flow, and rhythm of how the story is told support early language development for young children.[39] Using oral language to honor cultural identity while simultaneously creating foundational literacy skills is critical for Native children. Equally important is encouraging storytelling among elders and children to nurture literacy while simultaneously honoring Native culture and identity.

Recognizing and Honoring Dialects in Literacy Learning

It is also important to recognize and honor children developing fluency in various dialects of English. They bring unique and valuable strengths to literacy learning, such as the awareness of language contexts required for code-switching. "It is important that teachers understand that language varieties are linguistically equal, even when they are not socially equal. The social stigma surrounding varieties spoken by linguistic minorities can be compounded by race and class, but they are as linguistically valid as other dialects and highly valued by the people who speak them."[40]

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[35] Lewis, 2018

[36] *Tribal history/shared history (TH/SH)*

[37] *English Language Arts Oral Traditions*

[38] *English Language Arts Oral Traditions*

[39] Programmatic Assistance for Tribal Home Visiting

[40] Washington & Seidenberg, 2021

> ## Rethinking "Standard English"
> (Adapted from Washington & Seidenberg, 2021)
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> - "Standard English" is not a language. It is one variety of English, and it is not linguistically superior to other varieties.
> - The term *standard English* is falling into disfavor because of its negative connotations about other varieties. Similarly, the descriptor *mainstream* gives this variety an elevated status. Accordingly, *general* American English is being used instead.
> - The "standard" variety in the United States is different from varieties that serve the analogous role in India, England, Australia, Ireland, and other countries with large English–speaking populations.
> - Most dialects are spoken, not written.

Awareness of early literacy strategies supporting bidialectal students is critical for teaching, learning, and assessment. These strategies allow educators to promote students' academic achievement while recognizing and honoring the value of the student's home dialect.

> ## Key Takeaways and Additional Resources to Value Oral Language
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> - *[content to come in final version]*

Section 3: Reading Models Based in Research

As reading research continues to reinforce, there is little argument that the role of foundational skills in the teaching of literacy is essential. Unlike oral language, which develops naturally through incidental learning in the home and community, learning to read and write requires explicit instruction in foundational skills (print concepts, phonics, and phonemic awareness). For this reason, ample daily opportunities for students (especially in early grades) to practice foundational skills, apply them in culturally responsive contexts, and receive consistent feedback as their skills progress is paramount to ensuring that students learn to read.

Reading science represents over four decades of research, inclusive of studies across the world and touching into many different domains (i.e., cognitive psychology, developmental psychology, education, implementation science, linguistics, neuroscience, school psychology). Reading science informs how reading skills develop and helps us understand more of what happens in the brain when students learn to read.

> For the purpose of this framework, early literacy refers to the skills outlined by Oregon's English Language Arts Standards for grades K–5, inclusive of reading foundational skills (e.g., print concepts; phonological awareness; phonics and word recognition; fluency); comprehension; language and vocabulary; writing; speaking and listening. These standards reflect the literacy skills and knowledge that begin developing before students enter kindergarten and will continue to develop over time and lay a foundation for further and more advanced literacy development in later grades.
>
> See *Appendix C: Glossary for additional terms*.

Fortunately, reading and writing research continues to expand what is known about literacy learning and continues to inform classroom practice and build a more comprehensive picture of reading and writing. The following four reading models reflect past and present research findings. They hold important insight into how children acquire literacy skills that are paramount for shaping and reshaping how literacy instruction is approached and designed.

Four Reading Models That Reflect Research

Learning to read and write is a complex process, and literacy researchers have made sound attempts to help demystify how students learn to read and write. For the purposes of this framework, four reading models commonly referenced in the reading research serve as the focus of this section:

1. The Five Pillars of Reading
2. The Simple View of Reading
3. Scarborough's Rope
4. The Active View of Reading

Together, these models reflect essential and interrelated skills that comprise the foundation for reading and writing and are commonly used to represent the core tenets of the science of reading.

As no singular model can perfectly represent the complexity and intersectionality of reading, these models reinforce the importance of oral language and decoding, or word recognition skills, as essential building blocks to literacy success. It is important to note that, alone, these models are incomplete, and reading research is ever-evolving. These models are helpful starting points to provide clarity on a complex topic.

Five Pillars of Reading

In 2000, the National Reading Panel identified five components as part of a comprehensive system for literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Later research has built on these original components to include oral language and written expression.[41]

- **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.

Additional "Pillars" of Reading Instruction

- **Oral language:** "Sometimes called spoken language, oral language includes speaking and listening—the ways that humans communicate with one another. Oral language skills provide the foundation for word reading and comprehension. They are at the heart of listening and reading comprehension, serving as a predictor for both."[42]
- **Writing (written expression and spelling):** Writing was added "due to the reciprocal relationship between written expression and text comprehension."[43]

Simple View of Reading

As its name implies, this model reinforces a straightforward interpretation of reading that continues to inform a core conceptual idea around reading in which decoding and language comprehension are both essential to reading comprehension or skilled reading. This model is widely used and referenced in relation to the science of reading.

Decoding or Word Recognition (print concepts, alphabetic principle, phonological awareness, phonics, fluency) Students bring a wide variety of lived literacy experiences when they first step into a classroom. Building on their knowledge, and developing strong decoding, or efficient word recognition abilities, allows students to transform print in books into spoken language. Explicit and systematic teaching of the alphabetic principle, phonological awareness, and phonics will establish a foundation for students to read text accurately, at an appropriate rate, and with expression. When students cannot fluently or accurately decode the words that allow for understanding,

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[41] Graham & Hebert, 2011

[42] *Oral language,* 2020

[43] Adapted from the Colorado Department of Education Dyslexia Handbook

comprehension often remains out of reach. For this reason, decoding skills are fundamental to literacy learning.[44]

Accurate decoding and encoding of words lead to high-quality representations of words in memory so that they can be recognized automatically by sight (Dehaene, 2009; Perfetti, 2007; Perfetti & Helder, 2022; Seidenberg, 2017). Ehri (2020) uses the term "orthographic mapping" to refer to the process whereby students bind words' spelling to their pronunciations and meanings in memory to aid in sight-word recognition. Such efficient recognition is critical to the fluent reading of words.

Language Comprehension (oral language, vocabulary, background knowledge, language structure) Oral language, vocabulary, and ongoing knowledge-building should be integrated into literacy and content-area instruction. A foundation for literacy success can be created by developing oral language comprehension through rich conversations with and among students and activities like reading aloud books rich in academic vocabulary. Vocabulary instruction should be purposeful in developing a broad knowledge of many words and deep knowledge of some to support students in their ability to understand what they are reading. Knowledge of word meanings (i.e., semantics) and their grammatical function (i.e., syntax) are essential if a text is to be read fluently with expression (i.e., prosody). Furthermore, the discourse (i.e., pragmatics) of written language must be learned if students are to write and comprehend text. Comprehension relies on multiple skills that contribute to understanding what is read.[45]

The Simple View is most useful for understanding the abilities that underlie early reading comprehension and can be useful in understanding the source of reading struggle for some students. Intervention for readers who are not yet proficient is most effective when it addresses the student's specific area of need, which may be decoding, language comprehension, or both. Studies supporting the Simple View of Reading have primarily relied on simple assessments of reading comprehension; they typically do not measure "deeper" comprehension that might include elements such as critical reading or analysis of an author's craft, which matter for long-term literacy development.[46] It is important to note that all learning, including learning how to read, happens within a sociocultural context as well.[47]

Scarborough's Rope[48]
Another model describing how proficient reading and writing develop is Scarborough's Reading Rope. The Reading Rope is a visual metaphor for developing skills over time that further represents and expands upon the essential components of the Simple View of Reading, decoding, and language comprehension. This model asserts that, for either of the two essential components to develop successfully, students need to be taught the skills necessary for automatic word recognition and strategic language comprehension. In their development, these subcomponents intertwine and become increasingly strategic and automatic over time to develop fluent, skilled reading. This interweaving of skills can occur early in literacy development and continues as students become more skillful readers.
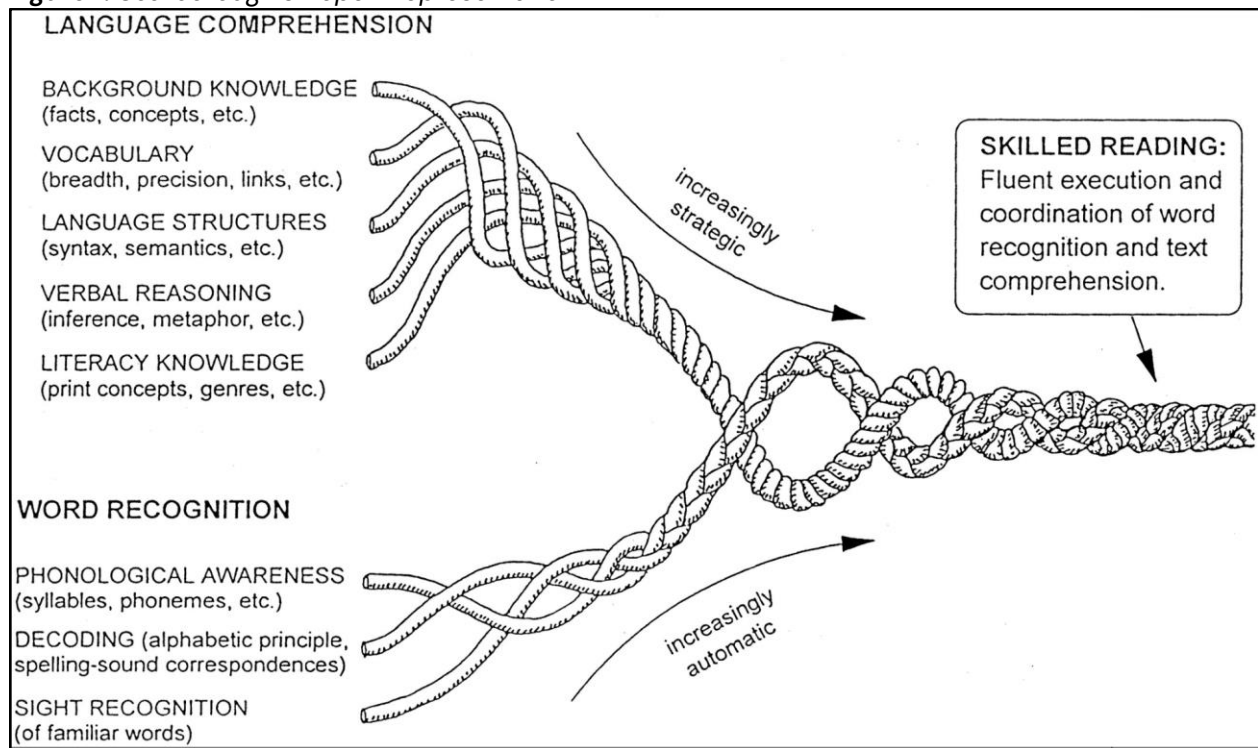
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[44] Michigan Department of Education
[45] Michigan Department of Education
[46] Snow, 2018
[47] August, 2018
[48] Scarborough, 2001

Figure 1. *Scarborough's Rope[49] representation[50]*

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)

increasingly strategic

increasingly automatic

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

Recent research supports that reading, writing, and oral language are so highly related that they can be thought of as a single literacy category[51] and that proficiency in reading comprehension can be explained by the overlap in word recognition and oral language skills.[52] This research expands the Simple View of Reading model that reading comprehension consists of the product of word recognition and language comprehension.[53] It also provides an empirical base for the strands of language and word recognition that become interwoven in Scarborough's[54] reading rope figure. Importantly, this research also expands the five components of the National Reading Panel Report[55] to include oral language (not just vocabulary) and writing (spelling and written expression).

Active View of Reading

The Active View of Reading[56] expands from the Simple View of Reading model and Scarborough's Rope to reflect a multidimensional context for literacy. At the core of this model is the belief that in order for children to develop as "active readers" (readers with the literacy skills to successfully navigate text while feeling empowered and engaged), there is a confluence of more than simply word recognition and language comprehension: namely, bridging processes, self-regulation, quality of text and task, and the socio-cultural context.

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[49] Scarborough, 2001

[50] Duke & Cartwright, 2021

[51] Mehta et al., 2005

[52] Foorman et al., 2018; Lonigan et al., 2018

[53] Gough & Tunmer, 1986

[54] Scarborough, 2001

[55] NICHD, 2000

[56] Duke & Cartwright, 2021

Three key ideas supported by the Active View of Reading:

1. In addition to decoding and language comprehension, executive function skills, comprehension strategy use, and motivation support reading comprehension.
2. Reading processes, such as vocabulary and morphological awareness (understanding parts of words, like Latin roots or prefixes), help bridge decoding and language comprehension. These bridging processes highlight that reading comprehension depends on constructs that a simple formula cannot measure.
3. Cultural knowledge and content knowledge are constructs that contribute to reading success.

Figure 2. Active View of Reading representation[57]
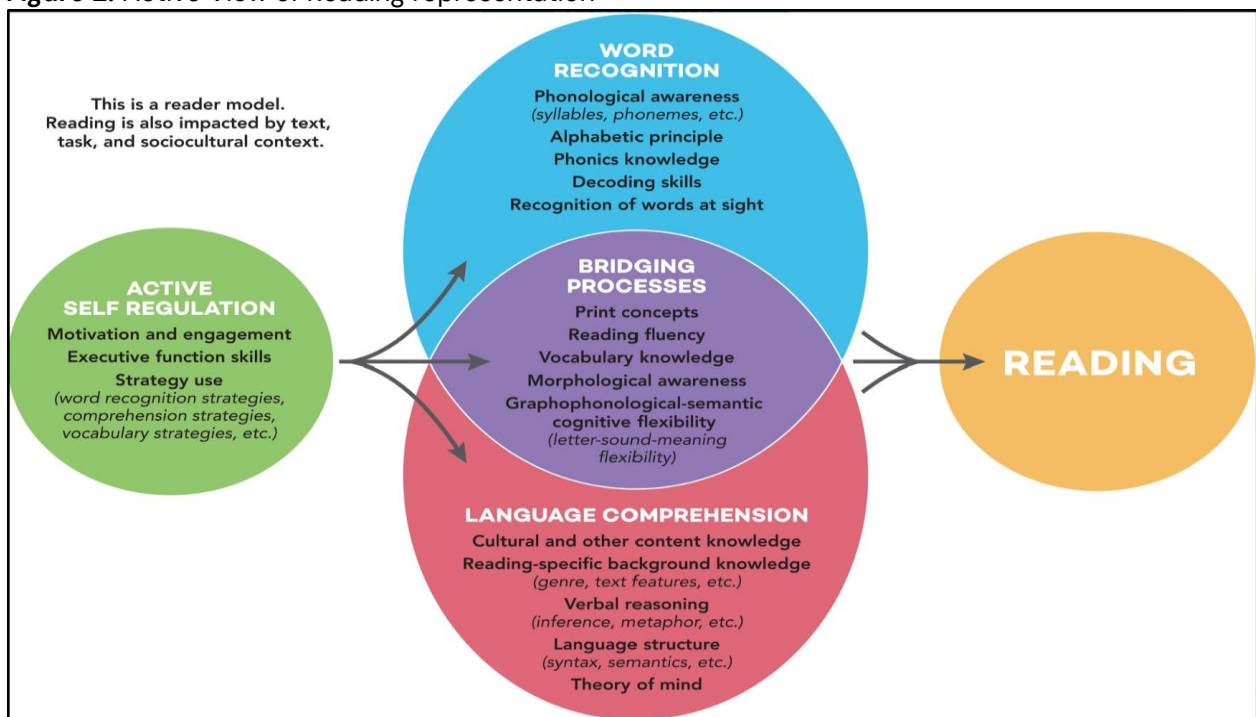
This more current and comprehensive model reflects important bridging processes between word recognition and language comprehension development. In other words, the relationship between word recognition and language comprehension represents an equally important function of reading. For example, a strong vocabulary improves the ability to decode unfamiliar words. Similarly, knowledge of another language may influence word recognition in English.

The Active View also reinforces the role of active self-regulation in the reading process and reinforces the larger sociocultural context of reading. Competent and confident readers not only have strong word recognition and language comprehension skills, they actively self-monitor in order to apply skills and strategies while they read in order to actively make meaning and read fluently.

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[57] Duke & Cartwright, 2021

Most importantly, the Active View of Reading model provides substantial grounding for culturally responsive practice as an influencing factor in learning to read and write that cannot be ignored.

> **Key Takeaways and Additional Resources for Reading Models Based in Research**
>
> - *[content to come in final version]*

Section 4: Foundational Skills

Competency with foundational skills serves as the groundwork from which readers and writers can successfully understand the words they read and build toward fluent and independent reading where students are active meaning makers. Foundational skills refer to the tightly interrelated but discrete sub–skills (e.g., phonics, phonological awareness, concepts of print, fluency) specific to each language.[58] They are the smaller, interconnected pieces that allow a child's brain to break the alphabetic code to read fluently and make meaning of words on the page. For the purposes of this framework, foundational skills refer to print concepts, phonological awareness, phonics and word recognition, and fluency. As described in Sections 3 and 5, these must come alongside the continued development of students' knowledge, vocabulary, and comprehension in order for students to develop into skilled readers.

Each foundational skill is described below in Table 1, along with commonly associated terms, to promote shared understanding and clarity.

Table 1. The Foundational Skills (A Cursory Look)[59]

Foundational Skill	Description	Commonly Associated Terms
Print Concepts	Print concepts include understanding the features and organization of print. These include some discrete skills and others that overlap with phonological awareness and phonics activities over time, such as recognizing that sentences consist of words and spoken words are represented by groups of letters. Print concepts are primarily a kindergarten skill, aside from a focus on the features of a sentence (capitalization, punctuation) in first grade.	● **Return sweep:** moving your eyes from the end of one line of text to the start of another line. ● **One-to-one correspondence of words:** matching the printed word to the spoken word. ● **Letter recognition:** visually recognizing the name of a printed letter.
Phonological Awareness	Phonological awareness is a broad term used for all things related to the sounds of spoken language. Phonological awareness is entirely oral and forms the building blocks for later reading before print is even introduced.	● **Oral Rhymes and Alliteration:** recognizing the beginning and ending sounds of words. (Example: The end of the word cast sounds just like blast. These words rhyme.) ● **Words:** hearing and counting the number of words when we

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[58] This section focuses on the foundational skills required for the learning of English; we also acknowledge the multitude of children who bring the gift of a home language other than English and there are sections of the framework that specifically address foundational skills for multilingual learners.

[59] Student Achievement Partners

Foundational Skill	Description	Commonly Associated Terms
	Phonemic awareness is a subgroup of phonological awareness which refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest unit of sound within words. Phonemic awareness has a direct and significant effect on learning to read and spell. Like phonological awareness, phonemic awareness is entirely oral.	read or speak. (Example: I hear five words in the sentence "I ran to the cone.") • **Syllables:** breaking words up into their largest parts—hearing and counting these parts. (Example: I hear two syllables in the word "kitten.") • **Onset/Rime:** hearing and identifying the onset (the part of a syllable before the vowel) and the rime (the vowel and the consonants that follow). • **Phonemes:** identifying each individual unit of speech in a word that can be heard discretely. There are 44 phonemes in the English language: 25 consonants and 19 vowels.
Phonics and Word Recognition	Phonics consists of learning sound and spelling patterns in a distinct sequence that allows students to recognize the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form. In phonics instruction, writing (spelling) and reading go hand-in-hand.	• **Decoding:** learning to read words by recognizing and stringing together sounds. • **Encoding:** using letter sounds to write. • **Automaticity:** the act of decoding that is done so rapidly it seems the word has been recognized as a whole. • **Word Recognition:** learning words as whole, recognizing words in the moment of reading. • **Graphemes:** letters or groups of letters that represent sounds. • **Sound and Spelling Pattern:** the phonics-based skill of focus in a scope and sequence, usually a letter, letter pair, or word part.
Fluency	Reading fluency encompasses accuracy, the speed or rate of reading, and the ability to read	• **Accuracy**: the ability to correctly decode a word on sight. Over time, accuracy will

Foundational Skill	Description	Commonly Associated Terms
	materials with expression, and comprehension. Expression, or prosody, includes timing, phrasing, emphasis, and intonation. Fluency is built through word recognition that is automatic and fluid, allowing readers to focus on the storyline of the text . Teaching systematic phonemic awareness and phonics and applying these skills to text allows students to build automaticity in word reading (and thereby comprehension). To build fluency over time, and to connect reading to meaning, it is important to build from a focus on accuracy for readers. Fluency represents the essential link between reading words quickly and accurately and understanding text.	lead to developing a bank of "sight words," or words that are correctly and instantly recognized without applying decoding knowledge. ● **Rate:** words read per minute. Fluent reading is not speed reading; an appropriate rate reflects conversational speech and varies based on grade level. ● **Prosody**: reading with appropriate expression. Components of prosody include timing, phrasing, emphasis, and intonation. ● **Comprehension**: the ability to synthesize, or make meaning from text.

*These research-based practices for teaching reading and writing in English; these practices may need to be adjusted for a dual-language setting based on the needs of the language of instruction.

Foundational skills must be taught explicitly and systematically. While some children can learn to read without systematic foundational skill instruction, the majority of children require explicit instruction and practice with foundational reading and multiple opportunities to gain fluency with grade-level text. Reading science is based on rigorous reviews and meta-analyses of many well-designed studies showing that explicit, systematic instruction in alphabetic and orthographic mappings (i.e., phonics instruction) significantly improves students' reading performance.[60] Based on these studies, the recommended practices[61] for foundational skills instruction include the following:[62]

- Fostering students' phonemic awareness and knowledge of letter names and sounds in early grades, including:
  - Developing awareness of the segments of sounds in speech and how they link to letters.
  - Teaching students to recognize and manipulate segments of sound in speech.
  - Teaching students letter–sound relations.
  - Using word-building and other activities to link students' knowledge of letter–sound relationships with phonemic awareness.

- Teaching students to decode words, analyze word parts, and write, and recognize words, including:

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[60] Foorman et al., 2016; Gersten, Newman-Gonchar et al., 2017; National Institute for Literacy, 2008; National Institute of Child Health and Human Development, 2000; and Wanzek et al., 2018

[61] Foorman, 2016

[62] Foorman et al., 2016

- ○ Teaching students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation.
- ○ Instructing students in common sound–spelling patterns.
- ○ Teaching students to recognize common word parts.
- ○ Having students read decodable words in isolation and text.

The following strategies are derived from the What Works Clearinghouse Practice Guides:
- [Foundational skills to support reading for understanding in kindergarten through 3rd grade](#) Foorman et al. (2016).

Foundational skills progress over time. Once students receive instruction in particular skills based on a carefully planned sequence, they will progress more quickly when provided with opportunities to apply those skills in the context of connected text and authentic reading and writing.[63] Literacy learning progresses in complexity over time; as such, the teaching must also responsively advance in complexity to ensure continuity and alignment in the arc of a student's literacy trajectory. Across the K–5 continuum, thoughtfully designed literacy instruction must be intentionally orchestrated to provide explicit instruction in foundational skills alongside the application of meaning–making skills and knowledge.

The approach to teaching foundational skills must follow an intentional progression and be present in daily literacy instruction, with opportunities to practice and apply. Attempts to supplement foundational skill instruction through materials in a piecemeal fashion by pulling from a variety of resources will not suffice. It is not only inadequate for most students learning to read, but it can be especially detrimental to students who need additional support learning to break the code of written language. Oregon's ELA K–5 Foundational Reading Skills Progression[64] document serves as an instructional support tool for planning purposes to assist foundational reading skills development. Additionally, Achieve the Core's *Foundational Skills Guidance Documents: Grades K–2*[65] provides examples and guidance for planning literacy instruction in K–2.

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[63] Armbruster et al., 2006; Blevins, 2017

[64] [National Indian Child Welfare Association](#)

[65] [Student Achievement Partners](#)

Figure 2. *Foundational Skills Learning Progression*[66]
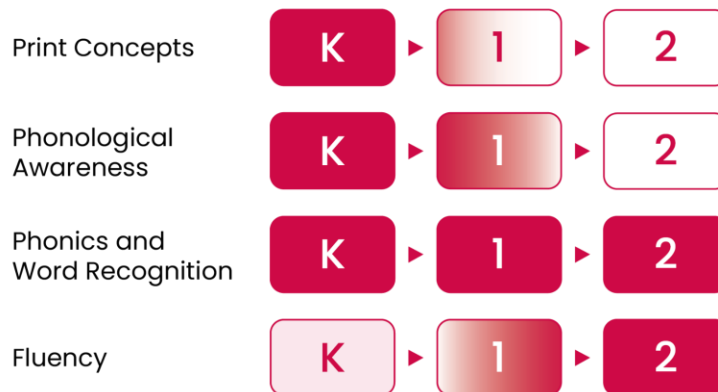
This visual shows each content focus area by grade.
The darker the shading, the greater the emphasis on that component. Some
students will continue to need instruction in these areas in grade 3 and beyond, but
these will not be the major core content focus of their literacy instruction.

Provide a text-rich environment and daily opportunities for practice with connected text
Students should spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts. This means that each student should read connected text (multiple related sentences) every day to support reading accuracy, fluency, and comprehension.[67,68] The amount of time students spend reading and listening to text is a major contributor to the improvement in students' vocabulary and comprehension.[69] The most efficient way to learn vocabulary is to acquire it while reading. Recent research demonstrates that students learn up to four times as many words when they are reading texts about conceptually coherent topics for a period of time.[70] The selection of text for classroom instruction will vary depending on the instructional purpose and students' reading ability. However, in general, students should have access to diverse genres and wide-ranging content, including narrative and informational text.

Decodable texts have a role in applying foundational skills in context. As children develop literacy, they deserve to be nourished by reading materials that honor their interests, lived experience, culture, and home language. It is equally critical that young readers have access to decodable texts, controlled books that feature words with phonetic patterns that were already taught. Decodable texts are a helpful way for students to apply phonics knowledge, and with repeated reading, they solidify phonics skills. When students read and re-read decodable texts, they can apply skills practice in real-time and connect their phonetic instruction to reading.

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[66] Student Achievement Partners

[67] Foorman et al., 2020

[68] Foorman et al., 2016

[69] Wegenhart, 2015

[70] Landauer & Dumais, 1997

Table 2. Teaching Foundational Skills[71]

Instead of This…	Do This…
Primarily attending to foundational skills as they arise in text…	Follow a clear, intentional scope and sequence of skills for foundational skills instruction and practice- inclusive of print concepts, phonological awareness, phonics, and fluency.
Spending a few minutes a day on foundational skills…	Ensure adequate daily instructional time is spent on teaching foundational skills, including related practice with decodable text and writing. Foundational skill instruction and practice must balance time spent on comprehension, knowledge, and vocabulary instruction.
Focusing only on English…	Make connections between English and a child's home language so that they can leverage existing knowledge and skills. Whenever possible, create opportunities for children to learn to read in their home language.

Foundational Skill Development for Multilingual Learners

Multilingual learners' literacy outcomes are directly related to the quality of evidence-based instruction they receive. The quality of instruction includes how the teacher responds to the student's linguistic strengths and needs. "Effective approaches recognize that early literacy development is occurring in the context of first and second (or subsequent) language development and leverage the dual language development process as children are introduced to the skills and practices of literacy."[72] Effective foundational literacy instruction builds upon the student's home language and a diverse linguistic repertoire.

When designing and implementing instruction for multilingual learners, the following considerations will help foster success.

In Both Languages: Start with Oral Language

Oral language proficiency and listening comprehension play a significant role at all stages of reading development, increasingly as students progress through the grades and the English-language demands of reading and writing increase.[73] When students have strong oral language skills and vocabulary in their home language, they are set up to recognize the sounds, words, and structures in another language. Multilingual learners are simultaneously developing their foundational literacy skills alongside their understanding of language. As a result, a stronger emphasis on the meaning of words in the language of instruction must be made to ensure they are able to make connections between

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[71] Student Achievement Partners

[72] Herrera et al., 2022

[73] Goldenberg et al., 2020

the meaning of what they are reading and the skill of decoding words and text.[74,75] Additionally, multilingual learners need frequent opportunities to practice new language skills and concepts to support retention.[76]

In Both Languages: Build Phonological Awareness

Research suggests that the same principles of systematic and explicit phonological-based support that undergird instruction for English-proficient students also benefit multilingual students' literacy development.[77] Phonological awareness can be supported in early childhood classrooms by activities such as listening to and creating rhymes, and word and language games. These activities can be practiced in both the home language and English. These strategic moves are effective ways to support children in focusing on the sounds of language, which prepares them for skills such as decoding words. "As children are introduced to the alphabet and exposed to text, the phonological distinctions between the sounds of their two languages become an essential element in preparing for foundational phonics skills and decoding in two languages."[78]

In Both Languages: Develop Wide Vocabulary

Research supports that high-quality vocabulary development should be an intentional focus throughout a multilingual student's instructional day.[79,80] As children are developing language, it is important that they are exposed to books and texts that provide expressive and precise vocabulary in both of their languages. When educators can help students recognize the relationship between vocabulary in the home language and English, students benefit.[81] If the linguistic transfer involves a simple concept or a one-to-one correspondence between the student's primary language, teachers may be able to help students even when the teacher may know very little of the primary language. But if the concepts are difficult or there is no clear word for the concept in the student's native language, teachers will need more extensive knowledge of the primary language to be able to help the student.[82,83]

> ## Key Takeaways and Additional Resources to Build Foundational Skills
>
> - *[content to come in final version]*

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[74] Perfetti & Hart, 2002

[75] Goldenberg et al., 2020

[76] Baker et al., 2014

[77] August & Shanahan, 2010

[78] Herrera et al., 2022

[79] Baker et al., 2014

[80] Baker et al., 2014

[81] Herrera et al., 2022

[82] Baker et al., 2014

[83] Baker et al., 2014

Section 5: Beyond Foundational Skills[84]

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.[85] For literacy instruction to be comprehensive and culturally responsive, it is important to consider foundational skills as the floor, not the ceiling. Students need as much time in deep structure meaning-making as they do in learning surface structure.

> "Building knowledge need not—and should not—wait until students possess some level of foundational reading skills. These recommendations, although certainly not exhaustive, can help educators value and build on the unique knowledge and assets that every student brings to the classroom. And they can support all students to joyfully engage in language- and content-rich experiences that nurture comprehension and writing development, expand vocabulary, spark curiosity, and build knowledge about the natural and social world."
>
> *Looking to Research for Literacy Success*

Purposeful Reading

"Part of becoming a reader is understanding the uses and purposes of text as well as the power of text to communicate, convey information, narrate, and entertain. Children become readers because they experience print as useful for their own purposes and books as beneficial or enjoyable."[86]

> "As a recent call to end "the reading wars" stated, "the relationship between letters and sounds is necessary and nonnegotiable when learning to read in alphabetic writing systems…Yet reading scientists, teachers and the public know that reading involves more than alphabetic skills." Good literacy instruction teaches these skills explicitly while building on what students already know (including their culture and home language); building background knowledge about the world to support reading comprehension; and integrating reading, writing, speaking and listening to provide reinforcement for understanding."
>
> Darling-Hammond, 2022

Engaging students in literacy learning means being clear about why reading matters and how it can be life-changing. For students marginalized by the system, the ability to read [can have] an even greater effect on life outcomes, as third-grade reading proficiency is highly correlated with on-time graduation rates, for example. Creating purpose for literacy includes engaging students in learning about the world, including their lived experiences, content areas, and history. Equally important is to spotlight actual examples where reading, writing, listening, and speaking have empowered people toward social change, justice, and making a positive difference in the world. When students

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[84] *Equity in literacy*

[85] *Making meaning expert group*

[86] Herrera et al., 2022

understand and experience the ways in which literacy correlates to agency and joy, purpose takes root.

Strategies for Ensuring Purposeful Literacy[87]

1. Infuse literacy learning with stories, activities, and tasks that represent the students' interests, personal experiences, language, and current events directly affecting their lives.
2. Facilitate projects where students use reading, writing, and communicating to solve real issues, such as creating a better classroom culture, improving the playground, or working with the community to solve a neighborhood issue.
3. Highlight examples of how literacy learning has had, and will continue to have, a positive influence on their lives and/or those in their community and family.

Building Background Knowledge & Vocabulary

As described in many of the models in Section 3, background knowledge and vocabulary play critical roles in students' reading and writing abilities.

Background Knowledge

Background knowledge plays a critical role in students' ability to comprehend text. There is a vast body of research that supports the role of background knowledge, learned through oral language or print,[88] in students' ability to make meaning of and comprehend text.[89] Developing knowledge allows students, for example, to choose between multiple meanings of words and to make inferences from a text that require background knowledge. Background knowledge is key to understanding various elements of language, such as idioms, especially for emergent multilingual students.[90]

> "… once print has been decoded into words, reading comprehension and listening comprehension requires the active construction of inferences that rely on background knowledge and are implicit in the text."
>
> Neuman et al. (2014)

This central role of knowledge has implications for instruction, namely that complex texts and a broad array of topics play important roles in student reading comprehension. A broad range of subject areas as part of students' days, including subjects such as science and social studies, has implications beyond the importance of well-rounded education. It profoundly impacts students' ability to be exposed to and develop knowledge on a broad range of topics. This leads to an increased ability to understand and build knowledge through more texts, having a compounding effect on students' reading comprehension.[91]

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[87] *Equity in literacy*

[88] *Looking to research for literacy success*

[89] Student Achievement Partners

[90] Neuman et al., 2023

[91] Willingham, 2006

Equity Implications of Knowledge as a Critical Component of Literacy

Background knowledge plays a key role in a student's ability to comprehend. In many classrooms, instruction and/or assessments can privilege those with knowledge of the dominant culture or topics.[92] Studies have shown that changing the topic and vocabulary of a passage from that of the dominant culture to one that is more 'neutral' accounts for, in part, differences in reading comprehension between students in different socioeconomic groups.[93] Because background knowledge plays a pivotal role in reading comprehension, educators must ask, "Whose knowledge is being privileged, and how do we ensure we are building background knowledge in culturally responsive ways?"

Strategies for Building Knowledge

It is important that building knowledge does not result in simply having students memorize facts, but rather engaging students in activities that develop "knowledge networks" that are grouped and related in domain-specific ways for current and future learning. Some strategies include, for example:[94]

- Teach words in categories, prompting students to generate and identify patterns.
- Teach concepts and related categories through contrasts, comparisons, and analogy.
- Encourage not only reading across a wide range of topics, but also widely within a focused topic, preferably aligned with student interest.
- Leverage multimedia and experiential learning to provide knowledge and word-rich learning experiences for all students.
- When selecting instructional materials, consider how the curriculum is designed to build student knowledge throughout their early grades and beyond.
- Ensure a well-rounded learning experience for students that avoids "curriculum narrowing," or teaching only a narrow set of subjects.[95]

Additional shifts in instructional practice that build knowledge are described in Table 3 below.

Table 3. Building Knowledge & Vocabulary[96]

Instead of This…	Do This…
Centering texts and topics that perpetuate a dominant culture with limited perspectives…	Ensure that the texts and topics used reflect and positively affirm all students' lives, languages, perspectives, and histories, which must include historically marginalized populations.
Providing multilingual learners with lower-level or simpler texts and prompts…	Make use of some texts and topics where students can use and leverage knowledge from their lives and experiences. In dual language programs, this can also be done through the use

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[92] Neuman, 2019

[93] Neuman, 2019

[94] Neuman et al., 2014

[95] Parr, 2018

[96] Student Achievement Partners

Instead of This…	Do This…
	of paired texts, where knowledge is built in both languages of instruction.
Regularly reading aloud "on-level" student texts with limited opportunities to grow knowledge and vocabulary…	Select books for read-aloud that are far more complex than students can read on their own (1–3 years above what most students can read independently).
Isolated skills, strategies, or standards driving your planning for read-aloud (e.g., "This week is author's purpose week…")	Keep the text at the center of your planning. Plan standards-aligned questions, tasks, and activities that help students unpack the ideas of the text while drawing on their own funds of knowledge and many skills, strategies, and modes of co-constructing meaning.
Assigning students leveled texts for independent reading and spending your small-group time working with instructional level texts that serve to limit students' exposure to vocabulary and knowledge…	Use choice-based, topical book baskets for independent reading and use small-group time to secure foundational skills or grow knowledge and vocabulary with topically connected, on-level text sets.

Vocabulary

The richness of children's oral language serves as an important precursor to their active working vocabulary, generating a repertoire of academic language and translating directly to their ability to actively understand and enjoy what they read. Most vocabulary growth occurs when children encounter new words in texts or talk and activate their schema to infer the meaning of the word. The more expansive a child's vocabulary is in early grades, the easier it is for them to decode text, read with fluency, and comprehend at grade level. "Word and world knowledge are reciprocal and mutually reinforcing" and support reading comprehension.[97]

Vocabulary and morphology knowledge are supported by explicit teaching in word meaning, word parts, and spelling. Current vocabulary research confirms the benefits of explicit teaching over implicit teaching in promoting vocabulary development."[98] Also, "teachers need to show the spellings of new vocabulary words when they discuss their meanings. Students need to stop and pronounce unfamiliar words rather than skip them during independent reading."[99]

Intentional and ambitious efforts to build vocabulary include the following strategies.[100]
- Select grade-level academic vocabulary words to teach from read-alouds of literature and informational texts and content area curricula

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[97] *The language basis of knowledge*
[98] Butler et al., 2010
[99] Ehri & Rosenthal, 2007
[100] Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force

- Introduce word meanings to children during reading and content area instruction using child-friendly explanations and provide opportunities for children to pronounce the new words and to see the spelling of the new words
- Provide repeated opportunities for children to review and use new vocabulary over time, including discussing ways that new vocabulary relate to one another and children's existing knowledge, addressing multiple meanings or nuanced meanings of a word across different contexts, and encouraging children to use new words in meaningful contexts (e.g., discussion of texts, discussions of content area learning, semantic maps)
- Encourage talk among children, particularly during content area learning and during discussions in response to a text or new learning
- Teach morphology (i.e., the meaning of word parts)

> Morphology refers to "the knowledge of meaningful word parts in a language (typically the knowledge of prefixes, suffixes, and/or roots and base words)" (Foorman et al., 2016). Knowledge of word structure and how words are formed is linked to both greater vocabulary development and stronger reading comprehension (Prince, 2009; Wolter & Green, 2013). Research has shown that in children as young as first grade, knowledge of word parts has influenced their literacy development (Wolter, Wood, & D'zatko, 2009)."[101]

Strategies to Improve Reading Comprehension[102]

Reading comprehension describes the process of constructing meaning through interaction with a text to understand what an author has stated, explicitly or implicitly. This interaction and meaning-making also draws on what the reader brings to the text, their background knowledge, abilities, and experiences.[103] The comprehension of written language (i.e., reading comprehension) requires that the components of language and components of the alphabetic principle be activated along with background knowledge, executive function, and motivation.[104] Comprehension and knowledge building should work synergistically with foundational skills learning.

The following strategies are derived from the What Works Clearinghouse Practice Guides:
- [Foundational skills to support reading for understanding in kindergarten through 3rd grade](#) Foorman et al. (2016).
- [Improving Reading Comprehension in Kindergarten Through 3rd Grade](#) Shanahan et al. (2010).

Teach students how to use reading comprehension strategies
Examples of effective reading comprehension strategies include activating prior knowledge, questioning, visualizing, monitoring and clarifying, drawing inferences, and summarizing. When teaching comprehension strategies, do not overfocus on or teach the strategy in isolation; stay text-focused and ensure that the purpose of strategy instruction is for a deeper understanding of a complex text. When engaging in a text together, the teacher can model and explain when, how, and

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[101] *Vocabulary and morphology*

[102] Shanahan et al., 2010

[103] Shanahan et al., 2010

[104] Foorman, 2023

why to implement a particular strategy to help with understanding, and then they can guide students through practice until students learn to use the strategies themselves.[105]

Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content

This includes teaching children how to identify and connect aspects of narrative texts such as character, setting, plot, problem/conflict, and resolution. Equally important is teaching common structures of informational texts such as description, sequence, problem and solution, cause and effect, and compare and contrast. Teaching text structure contributes to comprehension because it helps students understand how texts are organized, and it helps them predict how a story could unfold.

Guide students through focused, high-quality discussions on the meaning of text

Research tells us that teachers should give students ample opportunities to respond to higher-order questions that require them to reflect on the text and engage in discussions with peers.[106] Reading comprehension improves when teachers ask students follow-up questions and encourage students to refer back to the text. Authentic classroom discussion allows students to share and expand their thinking and use language in new ways. Specifically, discussions about texts provide opportunities for students to collaboratively build knowledge that supports their literacy development and strengthens their reading and writing skills. Students' overall reading development is supported when they have opportunities to respond to text verbally and in writing.[107,108]

Select complex and diverse texts purposefully to support comprehension development

Reading comprehension should be taught using multiple genres of text that reflect and positively affirm the lives, languages, perspectives, and histories of the students in the classroom. All students should have ample opportunities to read and/or listen to complex text, text that provides an appropriate level of rigor and aligns with grade-level standards. The selection of text should also support the purpose of instruction. For instance, the complex texts selected should represent a range of narrative and informational genres to support students' development of knowledge and vocabulary.[109] Providing students access to complex texts through independent and shared reading experiences generates opportunities to stretch their literacy skills while simultaneously building their world knowledge and vocabulary. Research also recommends utilizing complex texts that integrate other disciplines to support the balance of skills-based and knowledge-based competencies in early literacy instruction[110,111,112]

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[105] *Where questioning fits in comprehension instruction: Skills and strategies part II*

[106] Murphy et al., 2009

[107] Graham & Hebert, 2011

[108] Wegenhart, 2015

[109] Wegenhart, 2015

[110] Shanahan et al., 2010

[111] Shanahan et al., 2010

[112] Shanahan et al., 2010

Establish an engaging and motivating context to reach reading comprehension

Motivation and engagement play an important role in reading comprehension. Teacher practices that support motivation are: making literacy experiences more relevant to students' interests, everyday life, or important current events; providing a positive learning environment that promotes students' choice and autonomy in learning; acknowledging and affirming student success (self-efficacy); encouraging collaboration with peers, and planning thematic units that draw connections between content areas. Teachers can spark a student's interest by choosing texts with themes that are relevant to students.

Writing

Simply put, to significantly influence student reading, there must be an intentional emphasis on writing instruction. Writing is an accelerant for language and reading skills, serving as a catalyst for students in helping solidify and make sense of foundational skills while allowing a creative outlet for students to emulate story and text structure. Perhaps the most important strategy a school or district could employ to accelerate literacy learning would be to ensure high-quality, standards-based instruction for writing throughout the school day—integrated into content learning and afforded its own discrete instructional time. Moreover, writing is an essential way for students to express themselves, advocate for change, clarify thinking, and respond to the world.

Skills that Support Writing

Students need to develop writing skills in connection to what they are reading.[113] Just as the volume of reading is essential to developing proficiency as a reader, writing skills can be thought of in two interrelated groups, transcription and translation:

- *Transcription (handwriting, spelling, conventions, keyboarding):* Transcription is the process of transferring one's thoughts and ideas into words and putting those words on paper or typing them on a keyboard. Transcription skills include letter formation, handwriting and keyboarding fluency, spelling, and conventions, including punctuation and capitalization. These skills are the technical foundation of written composition. Students need direct instruction in these skills and time to process them and develop and apply the skills for meaning. Spelling relies on attaching sounds to letters, breaking words into syllables, and attending to the parts of words that have meaning, such as roots, prefixes, and suffixes. Automaticity of transcription can accelerate written expression to increase in length and quality. Students who struggle with transcription skills may have difficulty expressing their ideas in writing.

- *Translation (grammar, sentence structure, writing process, text structure):* Translation involves generating and organizing ideas into written words, sentences, and paragraphs. It focuses more on the process of writing, which includes planning, drafting, editing, and revising. Translating can be taxing for beginning writers, so direct instruction and time to practice are important for writing success. Students who have not mastered transcription skills might require greater teacher support throughout the planning process. Supports can include providing writing prompts and modeling translation behaviors. For students to

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[113] Johnson, 2009; August & Shanahan, 2008

achieve full mastery of writing, the teacher must provide instruction across various genres (narrative, informational, and opinion), explicitly focusing on the different text structures and sentence composition qualities of each genre.

> "Instructional implications are that teachers should include written words as part of vocabulary instruction and that students should pronounce spellings as well as determine meanings when they encounter new vocabulary words…Students who see the spellings of words actually learn the meanings of the words more easily — orthographic knowledge benefits vocabulary learning."
>
> Rosenthal & Ehri, 2008

These skills should be taught in connection to text rather than in isolation. Authentic opportunities to write in response to text provides a vehicle through which teachers can support students in developing writing skills. Reading and listening to texts assists students in thinking like writers, while intentional and direct instruction assists students in developing the skills of writers. Opportunities for authentic writing also support students' understanding of sentence composition, which in turn supports their reading proficiency.[114] Research suggests that when students write about the materials they read, their comprehension, fluency, and word reading improves. Additionally, increasing the volume of student writing provides further enhancement of reading comprehension.[115]

Key Takeaways and Additional Resources to Beyond Foundational Skills

- *[content to come in final version]*

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[114] Shanahan et al., 2010
[115] Graham & Hebert, 2011

Section 6: Reaching All Learners

Instruction provided in an inclusive, culturally and linguistically responsive, and identity–affirming context creates an optimal learning environment for all students. Considering questions such as, "Do our schools and classrooms reflect the students and families they serve?" and "How do we leverage the skills, capacities, and strengths within our community as we design learning experiences that meet the needs of our learners?"

Equitable access to core instruction necessitates that all teachers understand the elements of instructional design and have access to high-quality instructional materials to create student-centered learning experiences. Application of the Universal Design for Learning Guidelines[116] can help educators to connect student-centered practice and instructional design. The Universal Design for Learning guidelines prompts teachers to consider **engagement, representation, action, and expression** when designing instruction. Starting planning from the vantage point of how individuals learn best is central to ensuring that instruction is more effective for all.

For effective literacy instruction for all students, educators need to know and understand how reading develops, how to align instruction to grade-level standards, how to identify where each student is on the learning progression, and how to effectively use differentiated practices and tiered instructional support. High-quality core literacy instruction for all students can be supplemented and extended to support individual needs through differentiation and small-group instruction.

General education teachers and specialists can use assessment data to learn more about student needs and offer increasing levels of support through differentiated core instruction within the general education setting. Progress monitoring data gathered through curriculum-based measures and other formative and interim assessment tools help general education teachers and specialists plan and adjust instruction.

Supporting Multilingual Learners

During the 2022-23 school year, nearly 20% of Oregon students were identified as Ever English Learners, including current and formerly identified multilingual learners. The Oregon Department of Education has begun using the language of *multilingual learners* or emergent bilingual students to center the beauty of bilingualism. These terms encompass both current and former multilingual learners. Instructional practices that support multilingual learners also support monolingual students in developing literacy skills.

Supporting Language Development Through Literacy Instruction
Multilingual learners learning in dual language programs may need different literacy supports than those learning in a monolingual classroom where the language of instruction does not match their native language assets.

Best practices for multilingual learners include:
- developing home language and literacy alongside English language and literacy[117]

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[116] [CAST (2018)](#)

[117] August & Shanahan, 2006; Riches & Genesee, 2006

- integrating oral language and literacy instruction into content-area teaching[118] *(in both home language and English when possible)*
- teaching academic vocabulary intentionally using a variety of instructional activities[119]
- providing regular, structured opportunities to develop written language skills, and providing small-group instructional intervention to students struggling in areas of literacy and English language development[120]
- supporting cross-language connections, supporting transfer and engaging translanguaging[121]

Children who have not been supported by the system to read at grade level often need additional skill instruction and practice to help with decoding and comprehension of grade-level text. For multilingual students and students learning to read in dual immersion settings, it is important to consider that their progression for reading may follow a longer arc. While additional time, skill practice, oral language development, and explicit instruction may be necessary for students not yet reading in English at grade level, the student's access to quality, grade-level literacy learning should not be limited or replaced by remedial efforts.

Building strong foundational reading skills in language comprehension and word recognition is important but insufficient for students' overall reading and literacy development. Claude Goldenberg, professor emeritus at Stanford University Graduate School of Education, recommends that stronger emphasis be placed on accelerating English language development and teaching language comprehension and word recognition. Most multilingual learners are learning how to read in an English-only classroom where the language of instruction differs from their home language while simultaneously learning the language itself.

Therefore, when designing literacy instruction to support multilingual learners, attention must be paid not only to supporting students' literacy strategies and skills but also to their language development. Intentionally designing literacy instruction to support multilingual learners includes a focus on linguistic transfer, including cognates and explicit instruction about phonemes that are not present within a student's native language, and incorporation of a student's native language when possible through paired readings. In addition, the Oregon English Language Proficiency standards (see Appendix B: Companion Guidance Documents) are the basis of grade-level expectations for literacy instruction and help ensure the intentional incorporation of receptive, productive, and interactive modalities.

To recognize and build from the assets of multilingualism, educators must understand multilingual learners' lived experiences, how they learn, and how they acquire English as a new language.[122] Literacy development for students with two or more languages is distinctly different from the literacy development of monolingual students. "The degree to which the dual language brain is leveraged or ignored spells a major difference between effective and ineffective/exclusionary literacy instruction for dual language learners."[123]

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[118] Baker et al., 2014

[119] Baker et al., 2014

[120] Baker et al., 2014

[121] García, 2009

[122] Herrera et al., 2022

[123] Escamilla et al., 2022

Supporting Students Experiencing Disabilities

The Individuals with Disabilities Education Act ensures that students who experience disabilities have a free appropriate public education that is individualized to meet their respective needs. However, national evaluations of academic progress indicate that students who experience disabilities demonstrate skills below their peers who do not experience disabilities. This may be due to a multitude of factors, including an education system that lacks opportunities and access to high-quality grade-level core instruction.

As with all students, those who experience disabilities benefit most from inclusive, student-centered, and intentional instruction. When students are determined to be eligible for special education services, they must have an Individualized Education Program, designed by an appropriate team, that identifies:

- present levels of academic and functional performance;
- realistic and appropriately ambitious goals to be achieved over the school year;
- special education supports necessary to meet these goals; and
- the Least Restrictive Environment within which the student can work towards goal and standards mastery.

For those students with specific reading and writing difficulties, the Individualized Education Program provides an opportunity to work collaboratively to set goals for literacy and identify teaching and learning supports. A student experiencing a specific learning disability, such as dyslexia, may be eligible for an Individualized Education Program if it is determined that special education is required. Additionally, not all disabilities impact literacy in the same way. Although reading disabilities (i.e., dyslexia) are the most common learning disability, there are a variety of other disabilities that can impact students' literacy trajectories.

Supporting Students in Accessing Core Instruction

Core instruction is the most high-leverage investment for improving early literacy. Where needed, additional support and interventions may be needed to build upon the core to support individual student needs.

Core + More

All students should receive evidence-based core instruction that is differentiated to address individual needs. Instructional support for students with reading and writing difficulties should be provided *in addition to* high-quality core literacy instruction. While some students will have their needs met through core instruction alone, others may need additional support provided through supplemental, targeted, skill-based small group instruction in addition to the core (core + more). When core instruction and targeted, strategic support are insufficient to meet a student's individual needs, then more intensified and individualized support, based on progress and patterns of response, is needed (core + more + more). It is important to ensure coherence in high-quality instructional materials, strategies, and routines across the support continuum to avoid "curricular chaos" and to create a connected literacy learning experience for students. Instruction at all levels should be explicit and systematic, provided by highly-qualified educators, and focused on leveraging students' strengths while addressing their needs. An effective instructional support plan will ensure

that the right instruction is delivered with the right level of intensity and duration to the right students at the right time.

Specially Designed Instruction

Specially Designed Instruction builds on and supports core instruction by adapting the content, methodology, or delivery of instruction to a specific student in order to teach them those strategies and skills that will help them access the standards and grade level expectations. The specific specially designed instruction to be provided for a student must be determined after Individualized Education Program goals have been decided.

Effective Literacy Interventions

Students who experience specific learning disabilities, such as dyslexia, and other students who struggle with reading and writing may benefit from literacy interventions compatible with the school's core literacy program. The National Center on Intensive Interventions[124] recommends the following strategies that help all students, especially students with reading and writing difficulties:

- **Explicit instruction**: Providing modeling (I do), scaffolding (we do), and prompting (you do) until students can apply a skill independently.
- **Systematic instruction**: Teaching in such a way that the skills presented in each lesson or activity build upon previously taught skills in a logical sequence, beginning with simple skills and moving to more complex skills.
- **Precise, simple, and replicable language:** Using precise, simple language and ensuring that instructions and explanations are short and clearly stated; using consistent language when modeling a reading skill or conducting a "think aloud." Think-alouds effectively allow the teacher to demonstrate orally how a skilled reader thinks about a literacy task.
- **Repeated opportunities to practice, build fluency, and review:** Providing opportunities for teacher-supported guided practice of a previously taught skill, as well as opportunities for independent practice in which students work individually or in small groups. Embedding practice skills across the curriculum increases maintenance and generalization of newly learned skills. This includes providing a "double dose" of instruction in which a previously taught skill is retaught, using small group or one-on-one instruction, and/or using technology to facilitate reading practice.[125]
- **Frequent opportunities to respond and interact:** Engaging students by providing opportunities to respond in small groups. Strategies include choral responses, white boards, response cards, or partner talk. For students with the most intensive needs, research suggests that groups of two to four students or one-on-one instruction may be the most effective.[126]
- **Specific error correction and high-quality feedback:** Providing students with both positive feedback and error correction is essential to their learning.[127] When students make errors, providing specific and precise feedback on the exact part of the incorrect process ensures they do not continue to practice incorrectly. Additionally, modeling the correct response and providing students opportunities to practice the skill correctly will help cement the new learning.

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[124] [Weingarten et al., 2018](#)

[125] Gersten et al., 2008

[126] Vaughn et al., 2012

[127] Hattie & Timperley, 2007

Structured Literacy

Structured literacy instruction[128] is an approach that employs explicit, systemative, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader. The elements of structured literacy include phonological and phonemic awareness, phonics, syllable types, morphology, semantics, and syntax. Structured literacy instruction in early literacy emphasizes phonological awareness, phonics, encoding, and practice in decodable texts until students can read real and nonsense words of all syllable types. Intensity shifts as students master these skills and transition to vocabulary development, morpheme awareness, and syntax instruction. The components and methods of structured literacy instruction are critical for students with reading disabilities, including dyslexia.

Accessibility in the Early Literacy Classroom[129]

One way to increase access and remove barriers for students experiencing disabilities is through the use of accessible materials, formats, and technologies. The National Center on Accessible Educational Materials offers four categories to describe accessibility.

- **Accessible educational materials** are print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or enhanced in a way that makes them usable across the widest range of learner variability, regardless of format (e.g., print, digital, graphic, audio, video). Accessible educational materials make literacy core instructional materials accessible to all learners.
- **Accessible formats**[130] provide the same information in another form to address the barriers text-based materials can present for some learners. Examples of accessible formats include audio, braille, large print, tactile graphics, and digital text conforming to accessibility standards.
- **Accessible technologies** are the hardware devices and software that provide learners access to the content in accessible digital materials. These technologies are designed to be flexible and provide the support that benefits everyone – they are universally designed.
- **Assistive technologies** are technological systems and services that assist a student who experiences a disability to access their environment, resources, or materials. Some examples of assistive technology in the literacy learning environment include text-to-speech, speech recognition, and screen readers.

Dyslexia Policies

Oregon dyslexia policies (OAR 581-022-2440[131] and OAR 581-002-1805[132]) require that at least one teacher in all K-5 settings receive training from the department approved list[133] that comprehensively addresses all of the following focus areas: 1) Understanding and recognizing dyslexia; 2) Using evidence-based practices to systematically and explicitly teach the foundational skills in reading; and 3) Intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia. In addition to the teacher training requirement. Additional dyslexia

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[128] *Structured literacy*, 2020

[129] *What is accessibility?*, 2022

[130] CAST, 2021

[131] Teacher Training Related to Dyslexia

[132] Annual List of Dyslexia-Related Training Opportunities

[133] 2022-2023 List of Approved Dyslexia-Related Training Opportunities

policies establish universal screening requirements; for more information, these are described in Table 4: Responsible Use of Literacy Tests.

> Although it reflects another state context, the "*Michigan Dyslexia Handbook: A Guide to Accelerating Learner Outcomes in Literacy*[134]" includes many helpful resources worthy of sharing.
>
> For instance, the handbook includes:
> - An explanation of dyslexia.
> - A graphic showing the myths vs. facts about dyslexia.
> - Best practices to prevent reading difficulties associated with the primary consequences of dyslexia.
> - Information about the assessment practices needed to inform instruction and intervention methods for learners with dyslexia characteristics.

Reading and Language Talented & Gifted Students

Early informal and formal classroom assessments may reveal students who already meet or exceed grade-level expectations for reading, writing, and other literacy skills. These students may or may not be identified as Talented and Gifted, yet they all deserve particular attention to receive adequately challenging opportunities that foster their academic growth. Contrary to some commonly held beliefs, "Gifted students have special needs; they are at risk of learning the least in the classroom."[135]

Students who are gifted in reading and language share some common characteristics:[136]
- Reading early and at an advanced level
- Using advanced processing in reading
- Reading with enthusiasm for topics of interest
- Demonstrating advanced language skills--in any language (i.e., oral, reading, and writing)

High-leverage instructional practices are designed to enrich and foster students' strengths and develop talent through various differentiation strategies. Differentiated instruction should account for prior learning, depth of knowledge (DOK), critical and creative thinking skills, and accelerated rates of learning. Not all literacy-gifted students are the same; each student needs appropriately designed instructional strategies.[137] Educators of literacy-talented students can begin by consulting their district's Talented and Gifted plan and contacting their district's Talented and Gifted coordinator.

While many of the strategies listed below are appropriate for all students, they are especially effective for supporting literacy growth for Talented and Gifted students:[138]

- Utilize assessment practices to determine curriculum compacting[139]

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[134] Michigan Dyslexia Handbook: A Guide to Accelerating Learner Outcomes in Literacy

[135] Choice & Walker, 2017

[136] Reis, 2012

[137] Wood, 2008

[138] Wood, 2008

[139] *Curriculum compacting*

- Provide access to challenging reading materials that include both depth and complexity
- Deepen reading comprehension skills using a framework such as Webb's Depth of Knowledge to increase complexity of thinking
- Model and expand students' metacognitive processes (thinking about thinking) while they are actively reading text
- Develop critical thinking and analysis skills through reading and comparing a variety of genres and modes
- Include representation of students' funds of identity by offering diverse, multicultural literature across multiple genres
- Intentionally provide opportunities for group discussion of selected texts, using readiness grouping or precision pairing designed to drive and elevate student discourse and growth
- Foster student agency by providing voice and choice for text selection and advanced study on topics of interest

Assessment Practices For Growth and Support

A Preliminary Caution:[140] Care must be taken not to deem a certain segment of students deficient based on quantitative metrics—often a single test score. "The power of tests to translate difference into disadvantage" is borne most sharply by the students themselves. They are condemned to months of low-level, dead-end work, having ostensibly been diagnosed by a test, with little regard to whether the test could even diagnose such a thing. Rather than attributing student failures to a lack of ability, those results should spark a determination to uncover the deficits in the systems meant to serve students. If students aren't learning at grade level, we need to change the approach to teaching them.

System-wide Considerations and Responsible Use of Test Results

District and school leadership can help create the conditions for classroom educators to be successful and reflective about their literacy instruction through the design of effective assessment systems. These systems tend to the 3Cs: coherent, comprehensive, and continuous.[141]

- **Coherent –** All literacy assessment and instruction approach aspects align with Oregon's content standards. The system feeds itself with accurate information about learning, so educator responses are appropriate and lead to progress.

- **Comprehensive –** The approach taken to literacy assessment provides multiple types of tests (universal screening, diagnostics, progress monitoring, interim tests, and summative tests) and is rooted in robust formative assessment practices. Informed decisions can be made in the moment, periodically throughout the year, and annually to drive improvement of literacy curriculum and instruction.

- **Continuous –** Literacy assessment planning allows for formative assessment practices and tests to drive the collection and review of the evidence of reading and writing learning that connects to prior learning and identifies the next steps.

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[140] Paunesku, 2019

[141] Marion et al., 2019

Giving educators access to these resources and appropriate professional learning opportunities, as well as the time to collaborate, observe each other's practices, and learn together, allows for education to learn from itself. In such a system, educators can pinpoint areas of growth and support learning acceleration for all striving readers. Relationships between educator and student are nurtured through honoring funds of knowledge, agency, and a healthy, affirming feedback loop. Culturally responsive uses of test results help ensure students see themselves in their learning, reinforcing their central role as learners.

Table 4: Responsible Use of Literacy Tests

Literacy Tests	Responsible Use
Universal Screening	Given as a way to determine where to be curious and find out more about where student learning needs acceleration through diagnostic processes. Relatively fast and efficient to administer. Oregon rules OAR 581–022–2445[142] and 581–002–1820[143] describe the requirements for all kindergarten students, and first graders who first enroll in a public school in Oregon for first grade, to be universally screened as the first step in an iterative process that incorporates ongoing assessment and monitoring to provide increasing support to students at risk for reading difficulties, including dyslexia. The screening test must be from ODE's approved list[144] and administered with fidelity as per guidelines of the test developers, which usually means the beginning, middle, and end of the school year. All approved tests must include measures of all the following areas at least once per year in kindergarten: • Phonological awareness; • Letter-sound correspondences; and • Rapid naming. And, include measures of all of the following areas at least once per year in first grade: • Phonological awareness; • Letter-sound correspondences; • Rapid naming; • Word or pseudo word reading fluency; and • Oral reading fluency. And must include options for progress monitoring measures and be cost-effective. Concerns related to potential reading difficulties can be identified (a) based on test developer guidelines and the results of the universal screening test; and (b) whether adequate progress is documented, as indicated by the progress monitoring measures aligned with the universal screener, in response to an evidence-based reading intervention provided in addition to regular core

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[142] Universal Screenings for Risk Factors of Dyslexia

[143] List of Approved Universal Screeners for Risk Factors of Dyslexia

[144] 2022–2023 List of Approved Dyslexia-Related Training Opportunities

Literacy Tests	Responsible Use
	instruction. At this point, the school district must also inquire about a family history of difficulty learning to read for the impacted student. *Responsible Use: Most impactful when teachers observe the screening process and document areas of strength and those that need attention by watching what students are able to do and where their learning edges are.* *Cautions: Should not be used as the only tool for placing students into static reading-level groups or labeling students.*
Diagnostic	Informal or formal. Designed to assess specific skills or components of reading, such as phonemic awareness, phonics, fluency, comprehension, and vocabulary, that students may need more support with. Results inform core instruction and possible intervention. *Responsible Use: Help identify specific skill areas that students need to master in order to expand further learning opportunities.* *Caution: Few students need this kind of in-depth reading test, so they should be used intentionally.*
Progress Monitoring	Short, targeted assessments that are aligned to a specific skill. *Responsible Use: includes reviewing a student's progress toward acquiring specific, discrete skills taught.* *Caution: Progress monitoring takes time away from instruction and should be administered to the minimum extent practicable and in coordination with other sources of evidence.*
CAUTION The use of norm-referenced tests, such as those above, is difficult to impossible to do in a culturally responsive manner; early literacy testing is no exception. It is rarely the case that early literacy assessments are co-developed by the communities that they are designed to serve. Researchers at the University of Oregon have reviewed available early childhood standardized tests through this lens and made the results of that review available as an evaluative tool called the EC Prism Impact Measures Tool.	
Interim	Periodically administered, standards-based tests that target specific chunks of content, typically a unit or related set of units. This includes approaches that some educators call "classroom summative" tests, which come at the end of a unit or term, as they are within-school-year practices. What educators in Oregon often refer to as "Common Formative Assessments" are actually interim tests (as was hopefully made clear above, formative assessment is a process, not a test). *Responsible Use: Interims are best used as tools in the hands of educators to determine how well students responded to the instruction they just experienced.*

Literacy Tests	Responsible Use
	Caution: Assigning district-wide interim assessments undermine educator professionalism that interim tests can help nurture and support.
State Summative	Oregon's summative English language arts test blueprints include multiple standards: reading (40% of items), writing (40% of items), research (10%), and listening (10% of items). The test scores are thus indicative not just of reading, but of literacy. Oregon's state English language arts summative tests do not assess foundational skills in literacy; they generally focus on comprehension and writing of grade-level text. Designed to sample all grade-level standards in their full depth, breadth, and complexity within a specific content area or domain, providing evidence of how well curriculum and instruction have been designed to meet the reading, writing, research, and listening learning needs of all student groups annually as part of program evaluation. *Responsible Uses: Program evaluation, longitudinal review of trends for student groups, identification of where to invest resources.* *Caution: State summative test results should not be used to set goals for teacher evaluation or high-stakes student decisions, unless specifically designed and validated for this purpose.*

Assessment Considerations

When assessing students, educators have the opportunity to uplift or diminish a student's sense of themselves as a learner.

All measurements include error, and no score should be deemed objectively true. Given this, focusing on test scores as the sole indicator of growth or using a single test score as the basis for a high-stakes decision is not sound measurement practice. Additionally, any test data becomes stale quickly since students move forward with their learning. It is through assessing student learning on multiple occasions using multiple methods that a true picture of student strengths and their learning edges are revealed. The most seamless method of collecting and responding to evidence of student learning. These practices are within the flow of instructional decision-making and the educator's knowledge of the student's learning. At their best, formative assessment practices and literacy tests can help learners understand where they are in the learning process and identify the next learning moves in reading and writing.

> The FARROP tool is a peer assessment resource that educators can use to support one another in developing robust early literacy formative assessment practices in the classroom.
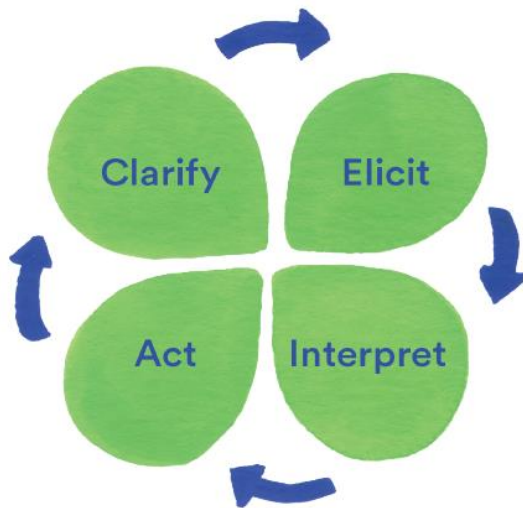
Formative Assessment

The cloth of effective literacy instruction is woven with the threads of the formative assessment process.[145],[146] Formative assessment is "a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student

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[145] *Tools for Teachers: Understanding the Formative Assessment Process*
[146] Smarter Balanced Assessment Consortium, 2022

understanding of intended disciplinary learning outcomes and support students to become more self-directed learners."[147]

Figure 3. *Formative Assessment Process*

This planned, ongoing formative assessment process starts with **clarify**ing learning expectations, then **elicit**ing evidence of learning and **interpret**ing that evidence in order to understand the status of the student's learning. Based on this information, the educator and student can then make an informed decision about the next learning experience for the student (**act**).

Foundational Skills Screeners have a Specific Purpose

While a foundational literacy test has value in assisting educators in determining who may need more support, the information gathered is incomplete on its own. At its best, foundational skills tests can help identify a student's next discrete learning move. When not used appropriately, responses to foundational skills test results may lead to inappropriate groupings that remove learning opportunities, leading to inequitable outcomes for some students.

Foundational skills tests also do not accurately summarize performance relative to Oregon's state content standards and benchmarks' full depth, breadth, and complexity.

> ### Key Takeaways and Additional Resources to Reach All Learners
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> - *[content to come in final version]*

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[147] Revising the Definition of Formative Assessment

Section 7: Family and Community Partnerships

Literacy success for all students is incumbent upon strong partnerships between schools, families, and communities. Across almost every facet of literacy development, support and collaboration with families and community strengthen student literacy development and serve as accelerators for student success.

> **Partnering with American Indian and Alaska Native Families and Communities**
>
> The Tribal Best Practices toolkit includes many resources, including information about traditional family engagement, addressing historical and intergenerational trauma, and integrating the relational worldview model.
>
> Mandy Smoker Broaddus (2018) provides insights into ways schools can become more culturally responsive and welcoming to American Indian and Alaska Native families and communities, including making culture visible and providing time for introductions.

Literacy Starts at Home[148]

Literacy development is increasingly understood as a process that begins even before infancy: oral language skills (receptive and expressive) begin as the brain develops in response to genetic, medical, and environmental factors. In utero, fetuses hear the voices of their parent/s and people in the home. In turn, literacy has been described as a social determinant of health, with literacy deficits leading to lifetime impacts.[149]

Language development occurs before and alongside literacy development. Children develop language before entering kindergarten, in preschool, in home environments, and in online activities. Intentional literacy engagement before kindergarten lays the essential groundwork that elementary school can advance.

It is critical for parents and families to reinforce literacy learning outside of school. Families want their children to succeed and be tapped as the most important allies in advancing student learning. Building relationships of trust is the initial investment that makes intervention more successful later.

Examining the Messages of the School and Classroom[150]

The NAEYC Principles of Child Development and Learning[151] emphasize that early in life, children begin to recognize how they and others who share or do not share their identities are treated (Alanís &

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[148] Michigan Department of Education
[149] Hutton et al., 2021
[150] Herrera et al., 2022
[151] *Principles of Child Development and learning and implications that inform practice*

Iruka, 2021). Such developmental capacities provide an impetus for early childhood educators to reflect critically on the following questions:

- How are the perspectives of caregivers and family members used to support a strengths-based approach to learning and literacy?
- In what ways are school communications and interactions responsive to the multiliterate and multilingual community served?
- In what ways are school communications and interactions responsive to the financial difficulties and mobility of the community served?
- How are all of the child's languages utilized as resources in the learning process? In what ways are children supported to see learning as connected to their personal interests, motivations, literacies, and life experiences?

In culturally and linguistically affirming environments, young children use their individual ways of knowing, being, interacting, and comprehending to fuel their ongoing learning. Families and communities are key components of the wider infrastructure needed to support a literacy education program and ensure its best practices reach every student. Children thrive when families are engaged in their child's learning and development. To support family engagement and children's learning, educators develop partnerships with culturally responsive families that reflect a commitment to honoring families as children's first and most influential teachers. Student learning is never contained within a classroom.

Engagement solidifies a broad, system-wide approach with multiple chances to reach and support every student. When family and community are mobilized to support literacy learning, there are more champions to advocate for striving students, and more consistent, coordinated efforts can boost each student's learning. Involving family and community in educational efforts naturally affirms the students' cultural and linguistic assets.

Relationships are the heart of engagement. Authentic partnership with families advances the shared mission of helping students learn while allowing schools to better teach students by leveraging the assets gained at home and in their communities.

The Role of Libraries

Extensive research supports the role school libraries[152] play in the health and success of the school community.[153] Well-equipped library, staffed by a full-time, certified teacher-librarian, contributes significantly to gains in student learning.[154] High-quality school libraries not only help students read more, but they also help them learn how to use and process information better and to perform better on achievement tests.[155] Levels of library funding, staffing levels, collection size and range, and the librarian's instructional role all directly impact student achievement, regardless of student socioeconomic status.

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[152] *Strong school library rubric*

[153] *School Libraries & Student Achievement*

[154] *School Libraries Impact Studies*

[155] Curry Lance & Kachel, 2018

One purpose of school libraries is to provide access to books, with research[156] confirming that access is associated with raising student test scores in all aspects of literacy. Access to books fosters an early love of learning and a sense of belonging; it also positively affects reading achievement and appears to offset the impact of poverty. This research[157] points to the importance of ensuring that all students, no matter their socioeconomic status, have equitable access to library resources because all aspects of literacy improve when children have access to books.[158] With reliable access to books, students are more likely to read them and to read them for longer periods of time. School libraries can bridge the opportunity gap for students from historically and systemically marginalized communities by providing equal access and resources for learning.

Another purpose of school libraries is for teacher-librarians to provide valuable instruction and instructional support through both responsive and proactive methods by responding to needs and requests from teachers and students, as well as providing much-needed instruction in the areas of information literacy, media literacy, digital citizenship, and more. Just as with content area instruction, teacher-librarians rely on standards (see Appendix B: Companion Guidance Documents) when designing instruction.

In addition to school libraries, public library programs are an excellent resource for teachers, students, parents, and the broader community. Public libraries serve many roles in their communities and offer early learning and literacy engagement opportunities, summer and after-school literacy programs for students, and adult literacy learning.

Expanding Literacy Through Expanded Learning

The classroom is not the only place where students develop literacy skills. Literacy development extends across all student environments as it evolves, including home, school, and the community.

Years Before Children Enter School[159,160,161]
Engagement with books and opportunities to write and draw from an early age promote excitement about reading and writing. Families and educators play a critical role in motivating children to read. The positive interactions that young children have when they read with adults increase their motivation to read more.

Evidence-backed practices[162] in support of early literacy begin at home and in early learning settings and include:

- Regular, intentional, engaging practice focused on social-emotional skills.
- Strengthening children's executive function skills using specific games and activities.
- Planned activities to build children's vocabulary and language.

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[156] *School libraries work!*

[157] *School Libraries & Student Achievement*; Gretes, 2013

[158] *Strong School Libraries Build Strong Students*

[159] For more information on the importance of independent reading, see Anderson et al. (2019); Augustine et al., (2016); Kim & White, (2011); Kim & Quinn, (2013); Senechal & Young, (2008).

[160] *Equity in literacy*

[161] Burchinal et al., 2022

[162] Foorman et al., 2020

- Building on children's knowledge of letters and sounds.
- Use of shared book reading to develop children's language, knowledge of print features, and knowledge of the world.

Hours Outside the School Day[163]

Reading and writing before and after school are important for literacy development. Encouraging children to spend more time reading and writing outside of the school day can start by creating a culture of reading in the school building. To do this, schools make books available for borrowing, encourage book reviews and student writing to be shared during school announcements, and organize book clubs and writing groups as after-school activities. Schools can collaborate with communities by announcing library events and working with local businesses (such as barbershops, hair salons, and laundromats) to provide books for children to read while they wait. Guiding students to read independently or with a buddy while riding a bus to and from school is another way for a school to encourage more time for reading. It is important for educators to provide families with strategies to use when reading with their children. Some strategies include reading aloud together, providing writing materials to use at home, and giving guidance on how to talk with children about what they read. Effective family engagement strategies for literacy and resources are included in the Families and Schools Partnering for Children's Literacy Success[164] from the National Center on Improving Literacy.

Literacy During Summer and School Breaks[165]

Loss of reading skills during breaks from school can widen the learning gap for students. Independent reading and extra support for literacy skills can be provided during summer and school break time. The school can support both informal and formal reading. Informal learning opportunities include encouragement for students to read every day. For young children, reading with an adult each day should be strongly encouraged. For all students, daily reading outside of school is critical, with older students reading independently. To strengthen reading skills, children in grades 2 and below should read with an adult for at least 20 minutes daily outside of school time. Children in grades 3 and above should read at least 30 minutes daily outside of school time, either with or without an adult. This additional reading builds fluency, vocabulary, and background knowledge, all necessary to develop literacy skills. Local libraries can provide book suggestions and engaging summer reading programs that encourage a lot of independent reading. The encouragement for daily reading can come from teachers who provide personalized lists of books students may like to read that connect to their interests. Guidance to families and students can also include sharing reading experiences, practicing skill development that was learned during class, and discussion prompts for older children who can read independently. Families can be encouraged to support their child's reading without concern for the length of text or genre. Novels, short stories, comic books, cooking recipes, and poetry provide reading opportunities.

Formal reading programs involve face-to-face learning, virtually or in person. Summer reading programs can be offered by the school or school partners, like community centers and libraries. These programs work best when they recruit students who are not demonstrating grade-level literacy skills, the students regularly attend through the full summer learning course, and explicit instruction can be individualized. The learning objectives in the program should connect with learning from the regular classroom with the goal of accelerating student learning. For older students, summer

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[163] *Equity in literacy*

[164] *Families and schools partnering for Children's Literacy Success*

[165] *Equity in literacy*

learning can give them the time needed to complete course credits. More details on formal reading programs for students who need skill practice are provided in Section 3.

When the time for literacy outside of school is well planned:

1. Schools find ways to provide free books to families with young children prior to the children starting school. This may include collaborating with community businesses and with schools and local libraries.
2. Schools and families partner to encourage reading and writing before and after school. Schools provide books, resources, guidance, and coaching on how families can work with children to encourage reading and writing.
3. Schools collaborate with families to ensure students are engaged in reading and writing during holiday breaks and summer months. Schools provide access to books for informal learning and more formal summer school programs to support and accelerate literacy learning.
4. Schools partner with community-based organizations and other youth-serving organizations on out-of-school-time literacy programming and support.

> ## Key Takeaways and Additional Resources[166] for Developing Family and School Partnerships
>
> *   *[content to come in final version]*

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[166] Student Investment Account: Community Engagement Toolkit

Section 8: Early Literacy Implementation Playbook

The **Early Literacy Implementation Playbook** was adapted from work done by Instruction Partners. It provides ready-to-use, step-by-step guidance—including templates and examples. Early literacy leaders and educators can use this playbook to strengthen and monitor early literacy in their school or system, whether implementing the essential implementation practices from scratch or tuning up what they already have in place.

The playbook is organized around the following concepts.

Five essential implementation practices in early literacy, which are the basis of the work in each phase:
1. Vision
2. Materials
3. Data
4. Team
5. Time

And **four phases of implementation**, which represent distinct bodies of work that build on each other:

- Phase 1: Strategize, Plan, and Launch
- Phase 2: Implement Professional Learning
- Phase 3: Implement Data and Strategic Intervention
- Phase 4: Reflect and Refine

Appendix A: Acknowledgments

Thank you, first and foremost, to every Oregon student, our most important focus. As you strive forward in writing, reading, speaking, listening, and thinking deeply, you inspire those around you. The world wants to hear your voice, which is why Oregon cares about your literacy achievement.

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We are also grateful to Instruction Partners for building such a thoughtful playbook for implementing early literacy practices and openly licensing it. Likewise, we appreciate the work done by the National Committee for Effective Literacy and their generosity in terms of time and content.

Thank you, also, to the reviewers who shared their professional expertise to inform this document as professors, practitioners, scholars, and coaches (see *Appendix E: Informational Interview Summary* for the full list and themes).

Appendix B: Companion Guidance Documents

English Language Arts and Literacy Standards: Oregon's most recent English Language Arts and Literacy standards were adopted in 2019. These standards are grounded in research and align with the science of reading. They set the expectations for classroom teaching outcomes.

English Language Proficiency Standards: The State Board of Education approved the latest English Language Proficiency standards in October 2013. The English Language Proficiency Standards highlight and amplify the critical language, knowledge about language, and skills using language that are necessary for multilingual learners to be successful in schools.

Oregon's Dyslexia–Related Requirements: Oregon's dyslexia legislation outlines two main requirements for school districts: universal screening to identify students with risk factors of dyslexia and training at least one teacher in each K–5 school in content in the following three areas:
- Using evidence-based practices to systematically and explicitly teach the foundational skills in reading;
- Understanding and recognizing dyslexia; and,
- Intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia.

English Language Arts Approved Instructional Materials: The State Board of Education adopted the English Language Arts approved Instructional Materials list in October of 2021. The list includes core basal materials for grades K–2, 3–5, 6–8, and 9–12.

Soon to be revised **Early Learning/Kindergarten Standards:** The Oregon Department of Education and the Early Learning Division leadership created a statewide workgroup to align Oregon's early learning and kindergarten standards. Developing clear and consistent expectations for what children should know and be able to do as they transition from early learning into kindergarten is foundational to improving children's transition from early learning settings into kindergarten and ultimately invigorating K–3 instruction to ensure that 95 percent of children read proficiently by the end of grade 3.

The Oregon Association of School Libraries' **School Library Standards** were updated in 2019, including strands for information literacy, reading engagement, and social responsibility. Additionally, the standards include grade-level learning goals for grades K through 14.

Appendix C: Glossary

For alignment, we have defined the following terms as they are used within the Oregon Early Literacy Framework.

- **ALPHABETIC PRINCIPLE:** "connecting letters with their sounds to read and write" is called the alphabetic principle. For example, a child who knows that the written letter "m" makes the /mmm/ sound is demonstrating the alphabetic principle…the alphabetic principle has two parts:
  - Alphabetic understanding is knowing that words are made up of letters that represent the sounds of speech.
  - Phonological recoding is knowing how to translate the letters in printed words into the sounds they make to read and pronounce the words accurately."[167]
- **ASSESSMENT:** the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.[168]
- **TEXT COMPLEXITY**: the level of difficulty in reading and understanding a text based on a series of factors: the readability of the text, the levels of meaning or purpose in the text, the structure of the text, the conventionality and clarity of the language, and the knowledge demands of the text.[169] Complex texts are texts that provide an appropriate level of rigor aligned with grade-level expectations.
- **COMPREHENSION:** intentional thinking about the content of a text (comprehension is a summative skill that is supported by a student's aptitude in the other four pillars). One of the Five Pillars of Reading.[170]
- **CULTURALLY RESPONSIVE–SUSTAINING EDUCATION:** education grounded in a socio-cultural view of learning and human development, in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning.[171]
- **CULTURALLY RESPONSIVE:** the implicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in teaching, learning, and assessment. This includes identifying, valuing, and maintaining a high commitment to: students' cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and behaviors in the classroom that can differ from White-centered cultural views of what qualifies as achievement or success.[172]
- **DIAGNOSTIC TEACHING:** teaching that individualizes instruction based on information collected from the continuous assessment that includes a combination of informal diagnostic assessments and lesson observation.[173]
- **DYSLEXIA:** a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate or fluent word recognition, or both, and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of

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[167] Baker et al., 2018

[168] *Assessment*

[169] Louisiana Department of Education

[170] *The National Reading Panel: Five components of reading instruction frequently asked questions*

[171] Culturally Responsive–Sustaining Education Framework

[172] *Aligning for Student Success: Integrated guidance for six ODE initiatives*

[173] *Best Practices for Screening Students for Risk Factors of Dyslexia and Providing Instructional Support*

effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.[174]

- **EARLY LITERACY:** refers to the skills outlined by Oregon's English Language Arts Standards for grades K–5 inclusive of reading foundational skills (e.g., print concepts; phonological awareness; phonics and word recognition; fluency); comprehension; language and vocabulary; writing; speaking and listening. These standards are reflective of the literacy skills and knowledge that begin developing prior to students' entry into kindergarten and which will continue to develop over time and lay a foundation for further and more advanced literacy development in later grades.

- **ENGLISH LEARNER:** Oregon House Bill 3499, passed in 2015, defines English Learner as a student who has limited English language proficiency because English is not the native language of the student or the student comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency.[175] More recently, the term Multilingual Learners is sometimes preferred, as it decenters English and is more inclusive of all students who speak two or more languages.

- **EVIDENCE–BASED:** instructional practices with a proven record of success based on reliable, trustworthy, and valid evidence that when the practices are implemented with fidelity, students can be expected to make adequate gains in reading achievement.[176] The term refers to forms of validation that do not just stem from dominant educational research but include community-driven, indigenous, tribal, culturally–responsive/sustaining/specific, non-dominant, and non-Western ways of knowing, being, and researching. Instructional practices, activities, strategies, or interventions that are "evidence–based" should not just privilege scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions.[177]

- **EXPLICIT INSTRUCTION:** direct, face–to–face teaching that involves teacher explanation, demonstration, and the provision of ongoing corrective feedback.[178]

- **EXPLICIT, SYSTEMATIC INSTRUCTION:** code–based foundational reading instruction that moves early readers and writers along a continuum of skills in the areas of print concepts, phonological awareness, phonics and word recognition, and fluency, which are key areas represented in the [Oregon English Language Arts and Literacy Reading Foundational Skills Standards](#) for students in grades K–5.[179]

- **FLUENCY:** reading text accurately and with sufficient pace, so that deep comprehension is possible. One of the Five Pillars of Reading.[180]

- **FOCAL GROUP:** aligned with [Student Success Act](#): "students of color; students experiencing disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools."[181]

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[174] [Dyslexia–Related Training: Definitions](#)

[175] [English Language Learner Programs](#)

[176] [Dyslexia–Related Training: Definitions](#)

[177] *[Aligning for Student Success: Integrated guidance for six ODE initiatives](#)*

[178] [Dyslexia–Related Training: Definitions](#); *[Best Practices for Screening Students for Risk Factors of Dyslexia and Providing Instructional Support](#)*

[179] [Dyslexia–Related Training: Definitions](#)

[180] *[The National Reading Panel: Five components of reading instruction frequently asked questions](#)*

[181] *[Aligning for Student Success: Integrated guidance for six ODE initiatives](#)*

- **FOUNDATIONAL SKILLS:** print concepts, phonological awareness, phonics and word recognition, and fluency. For a deeper dive around Foundational Skills Key Concepts and Terms, reference Achieve the Core's: Reading Foundational Skills Key Concepts and Terms.
- **FUNDS OF KNOWLEDGE:** bodies of information developed within historical and cultural contexts that provide individuals and households the knowledge they need to maintain their well-being.[182,183]
- **GRAPHEME:** one or more letters that represent a single phoneme.[184]
- **PHONEME–GRAPHEME CORRESPONDENCE:** matching of a spoken sound (phoneme) to its corresponding letter or group of letters (grapheme).[185]
- **HIGH-QUALITY INSTRUCTIONAL MATERIALS:** instructional materials that include specific learning goals and lessons aligned to content standards, student-centered approaches to inquiry-based learning, research-based teaching strategies, teacher support materials, and embedded formative assessments to effectively help teachers implement instructional units and courses that are integrated, coherent, and sequenced.[186]
- **INCLUSIVE TEACHING:** any number of teaching approaches that address the needs of students with a variety of backgrounds, learning modalities, and abilities. These strategies contribute to an overall inclusive learning environment in which all students perceive to be valued and able to succeed.[187]
- **LITERACY:** identifying, understanding, interpreting, creating, computing, and communicating using visual, audible, and digital materials across disciplines and in any context. It includes reading and writing, and also thinking, listening, and speaking.[188]
- **MORPHOLOGICAL AWARENESS:** knowledge of the parts of words, such as prefixes, suffixes, and root words. Instruction in morphology is suggested to be an important complement to instruction in phonics and phonological awareness.[189]
- **MULTILINGUAL LEARNER:** a student who, by reason of foreign birth or ancestry, speaks or understands languages other than English, speaks or understands little or no English, and/or requires support in order to become proficient in English.[190]
- **ORTHOGRAPHY:** a language's conventional spelling system
- **ORTHOGRAPHIC MAPPING**: a process that involves the brain making connections between phonemes (sounds) and graphemes (spelling): this is what an emerging reader is doing when they confront a new word. Orthographic mapping is the process of forming connections between graphemes and phonemes, in order to store memories of spelling bonded to the pronunciation of words. Orthographic mapping is what allows readers to automatically comprehend what they are reading, so they can focus on content and meaning. Once words are "mapped" into the reader's memory, there is no longer need for decoding letter by letter or grapheme by grapheme. Foundational reading instruction that assists learners in successfully decoding and mapping words can build a lifetime of reading success.[191]

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[182] Nguyen & Commins, 2020

[183] Velez-Ibanez & Greenberg, 1992; Moll et al., 1992

[184] *What is a GPC (Grapheme-Phoneme Correspondence)?*

[185] *Virtual Teaching Resource Hub - Glossary*

[186] *Importance of High-Quality Instructional Materials*

[187] *Inclusive teaching strategies*

[188] *Literacy glossary*

[189] *Morphological awareness*

[190] *Culturally Responsive-Sustaining Education Framework*

[191] Ehri, 2022

- **PHONEMES:** the smallest units of sound in words, which require distinctive mouth positions to form.[192]
- **PHONICS:** the associations between sounds and print. One of the Five Pillars of Reading.[193]
- **PHONOLOGICAL AWARENESS:** sensitivity to, or awareness of, the sound structure of words. One of the Five Pillars of Reading.[194]
- **SCIENCE OF READING:** a body of scientifically-based research about reading and issues related to reading and writing, which has been conducted over the last five decades from thousands of studies conducted in multiple languages and from around the world.[195]
- **SOCIAL EMOTIONAL LEARNING (SEL):** the process through which children and adults learn to pay attention to their thoughts and emotions, develop an awareness and understanding of the experience of others, cultivate compassion and kindness, learn to build and maintain healthy relationships, and make positive, prosocial decisions that allow them to set and achieve their positive goals.[196]
- **SYNTAX:** the way in which words are put together to form constructions such as phrases, clauses, and sentences" and grammar refers to the structure and features of a language, including its conventions.[197]
- **SYSTEMATIC INSTRUCTION:** a carefully planned sequence of instruction with lessons that build on previously taught information, from simple to complex.[198] Systematic instruction builds on scaffolding as student knowledge grows.[199]
- **VOCABULARY:** understanding the meanings of words (a key determinant of reading comprehension). One of the Five Pillars of Reading.[200]
- **WELL-ROUNDED EDUCATION:** an education that includes the arts, humanities, sciences, social sciences, English, and math. Background knowledge in these subjects allows students to transfer the ability to read into other subjects and experiences that require them to make meaning of what they read. Therefore, a content-rich curriculum is not just a necessary building block for educational attainment but for comprehension beyond the classroom.[201]
- **TARGETED UNIVERSALISM:** setting universal aims that are pursued by universal and targeted processes to achieve those aims.[202] Applying Targeted Universalism provides an operational pathway to lead for educational change in a way that bridges relationships and perspectives while maintaining dedicated and precise attention on focal students and their families.[203]
- **UNIVERSAL DESIGN FOR LEARNING (UDL):** a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.[204] UDL provides a research-based framework for teachers to incorporate flexible materials, techniques, and strategies for delivering instruction and for students to demonstrate their knowledge in a

[192] *What is a GPC (Grapheme-Phoneme Correspondence)?*
[193] *The National Reading Panel: Five components of reading instruction frequently asked questions*
[194] *The National Reading Panel: Five components of reading instruction frequently asked questions*
[195] *What is the science of reading?*
[196] *Aligning for Student Success: Integrated guidance for six ODE initiatives*
[197] *English Language Arts and Literacy: Grades Pre-Kindergarten to 12*
[198] Dyslexia-Related Training: Definitions; *Best Practices for Screening Students for Risk Factors of Dyslexia and Providing Instructional Support*
[199] *10 Key Policies and Practices for Reading Intervention*
[200] *The National Reading Panel: Five components of reading instruction frequently asked questions*
[201] Jimenez & Sargrad, 2018
[202] Targeted universalism & snapshots of focal student groups
[203] Targeted universalism & snapshots of focal student groups
[204] *About universal design for learning*

variety of ways.[205] Teaching materials and methods are the focus of change, instead of placing the burden on students to adapt to the curriculum.[206]

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[205] [How can teachers at Sycamore Middle School meet the educational needs of all of their students?](#)

[206] [UDL Intersections: Universal Design for Learning and Universal Design](#)

Appendix D: Reading Research and References

Appendix D contains sources cited within the Oregon Early Literacy Framework and the Early Literacy Implementation Playbook, as well as sources that inform our work more broadly.

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