

# Preface

## Oregon K-12 Literacy Framework

*Developed by the Literacy Leadership State Steering Committee (LLSSC)  
in partnership with the Oregon Department of Education*

December 4, 2009: **The Oregon State Board of Education adopted the Oregon K-12 Literacy Framework as a tool to support the Essential Skill of Reading, a requirement of the Oregon Diploma.**

The Literacy Leadership State Steering Committee (LLSSC) offers this resource tool, the Oregon K-12 Literacy Framework, to the state of Oregon, its Legislative committees on education, the State Board of Education, and the Oregon Department of Education; to Oregon school districts, Education Service Districts, and higher education partners; and to Oregon schools—October 2009.

The purpose of the framework is to ensure that **all** Oregon K-3 students read at grade level or higher each academic year, no later than grade 3, and that all students progress at grade level or higher in reading throughout their school career. The LLSSC envisions the state, districts, schools, and partners working in concert to make this vision a reality for every Oregon student.

The most important responsibility of public education is to prepare all students for meaningful postsecondary opportunities. These opportunities include postsecondary education, meaningful employment, and lifelong learning and citizenship. Reading, while not the only key skill necessary to access these opportunities, is the first that must be mastered for success in school and beyond. Students learn about themselves and their world through reading; reading enriches the human experience and opens doors. While reading has always been a paramount focus of education, proficiency in the **Essential Skill of Reading** is now required to earn an **Oregon Diploma**.

To this end, the LLSSC designed the framework as a support for all levels of our education system—**state, district, and school**—to work together to enable all students to demonstrate proficiency in the Essential Skill of Reading. Although not all graduates may continue formal education beyond high school, all graduates should have access to a full range of postsecondary education options.<sup>1</sup> It is important that public schools make it clear to students that a strong education is the basis of lifelong learning and the foundation of citizenship essential in a democratic society.<sup>2</sup> Increasingly, public education also has a fundamental responsibility to promote postsecondary education to students and their parents as a necessary step toward meaningful employment, financial independence, and long-term security. Nearly 85% of today's jobs and almost 90% of the fastest-growing, high-wage jobs in the country require some postsecondary education.<sup>3</sup>

<sup>1</sup> Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century Workforce, [http://21stcenturyskills.org/documents/key\\_findings\\_joint.pdf](http://21stcenturyskills.org/documents/key_findings_joint.pdf)

<sup>2</sup> Conley, 2008; National Academy of Sciences, 1998

<sup>3</sup> Alliance for Excellent Education; <http://www.all4ed.org> retrieved September 15, 2008

Mindful of this concern that all graduates should have access to a full range of postsecondary education options, in the fall of 2004 Governor Ted Kulongoski and State Superintendent of Public Instruction Susan Castillo jointly appointed members to the Literacy Leadership State Steering Committee (LLSSC) to oversee K-12 literacy in the state:

*As stewards of the state's resources, particularly our most valuable resource—children, it behooves us to bring together those individuals in the state who understand literacy and who also understand the need to address change through leadership structures such as the Literacy Leadership State Steering Committee . . . To that end, we have selected you for this appointment. Compelling changes call us to serve as overseers of literacy in our state. These coordinates of change include demographic diversity, fiscal constraints, public accountability, exponential growth of information, and marketplace pressure points. To address these cultural and economic realities, (we have) outlined three top priorities: 1) closing the achievement gap, 2) taking a comprehensive approach to literacy, and 3) focusing on middle and high school improvement. Through its oversight and coordination of statewide literacy outreach, the Literacy Leadership State Steering Committee will impact each of these priorities.*

*—Excerpts from appointment letter sent to members of the  
Literacy Leadership State Steering Committee (LLSSC)*

The LLSSC has met quarterly since this appointment to carry out the Governor and Superintendent's charge. The Oregon K-12 Literacy Framework embodies the work of the LLSSC.

## **The Need for a Statewide K-12 Literacy Framework**

Public education's responsibility to prepare students for postsecondary experiences begins the first day children enter elementary school, and it continues until they graduate from high school.<sup>4</sup> Students who leave high school without a diploma and are inadequately prepared for postsecondary opportunities will almost certainly lead a life of financial strain and employment in low wage, unskilled jobs.<sup>5</sup> Compared to high school graduates, students who drop out of school are at substantially higher risk for life-long difficulties associated with unemployment, poverty, illiteracy, incarceration, and chronic stress.<sup>6</sup>

Thirteen years of public school require sustained collaborative work to achieve common goals that prepare students for the challenges and experiences of college, university, or immediate employment.<sup>7</sup> Learning is cumulative, and what kindergarteners are taught about learning to read and working with numbers is directly connected to what high school seniors learn about the global economy, literature, mathematics, science, and history. It is critical that kindergarten teachers understand what high school teachers do to prepare students for the future. And high school teachers need to know why kindergarten teachers stress knowledge of the sounds of the alphabet and number sense and how instructional goals in kindergarten are connected to proficiencies in reading comprehension and mathematics. Oregon's K-12 public school system must foster the understanding that all educators are responsible for the

<sup>4</sup> Ensminger & Susarick, 1992; Kamil et al., 1998

<sup>5</sup> Finn & Owings, 2006; Harlow, 2003; McCaul, et al., 1989

<sup>6</sup> Finn & Owings, 2006; Harlow, 2003; McCaul, et al., 1989

<sup>7</sup> Christenson et al., 2001; Dynarski et al., 2008; Fasholaa & Slavin, 1998

academic health and welfare of students and that the best way to make sure all students get an excellent education is to ensure that instruction is seamless, focused, and purposeful throughout K-12.<sup>8</sup>

This formidable and extraordinary opportunity requires us to regularly ask: **How well are we preparing our students for the future, for the world-class postsecondary education and careers they deserve?**

This question requires careful analysis because the answer should determine our course of action. If we believe we are doing an adequate job preparing world-class students, then our actions should largely be to stay the course and build on our success. If our answer is that public education in Oregon can do a substantially better job preparing world-class students—then our course of action should be to make important changes that better prepare students for experiences beyond high school. And, if our answer is that **we can do substantially better**, then we must further ask ourselves: **What should we do to better prepare our students? And how do we do it?**

While our public schools are doing a good job in many areas, we can and must do a substantially better job educating our students for the 21<sup>st</sup> Century. **A key foundation for improvement is stronger reading instruction and outcomes for all students throughout K-12.** This challenge should remain a central focus until all students in Oregon are acquiring the reading skills they need to take advantage of the full range of postsecondary education opportunities available to them.

*Oregon's K-12 public school system must foster the understanding that all educators are responsible for the academic health and welfare of students and that the best way to ensure that all students get the best education possible is to make sure that instruction is seamless and focused and purposeful throughout K-12.*

**The purpose of the Oregon K-12 Literacy Framework is to provide direction for the state, districts, and schools based on evidence of effectiveness for improving reading instruction and outcomes throughout K-12.** The focus on reading does not imply, however, that other literacy areas are unimportant. Helping students to write effectively, for example, is an essential school priority. As in reading, schools should provide daily writing instruction to all students. But, far less scientific evidence is available about effective writing instruction compared to effective reading instruction. How writing instruction is best organized and delivered, how writing performance should be measured and progress determined are still fundamental questions being addressed in scientific research. As the precise role the state, districts, and schools should play in teaching other areas of literacy to students is established through scientific research, this information will be organized and incorporated into the Oregon K-12 Literacy Framework.

In the remainder of the preface, important information about the performance of Oregon students in reading is presented as well as a description of the education challenges students face beyond high school. The framework itself opens with guidance for the state and for districts on how to support a comprehensive system of reading. This **guidance is organized around six components**: (a) goals, (b) assessment, (c) instruction, (d) leadership, (e) professional development, and (f) commitment. How the state and districts can implement each of the six components is presented. The body of the framework is divided into six individual chapters that target priorities at the school level (K-12) to establish a comprehensive approach to reading instruction and support for students. Each of these six chapters

<sup>8</sup> Kame'enui, 1995

addresses one of the six components referenced above: 1) [Goals](#), 2) [Assessment](#), 3) [Instruction](#), 4) [Leadership](#), 5) [Professional development](#), and 6) [Commitment](#).

## Current Reading Skills of Oregon Students

Determining how well Oregon students are learning to read in K-12 requires an examination of the evidence used to reach conclusions. Because the question is complex, the evidence presented comes from multiple sources. We need to examine this evidence carefully, as should anyone who believes that the quality of the education being provided in Oregon public schools should be determined on the basis of evidence.

### Performance on the Oregon Reading Assessment

In Oregon, strong measures of student learning in reading, mathematics, science, writing, and history are available to help determine how well students are being prepared for postsecondary education and other important experiences. This information clearly indicates that many Oregon students are doing well and some are doing very well. If these students pursue postsecondary education, we can be confident of their potential success. But indisputable evidence also indicates that many Oregon students are not prepared for academic challenges beyond high school. The basic fact is that too many students are graduating from Oregon high schools without the key reading skills necessary for postsecondary education and career opportunities. **The paradox is that many students who are graduating from high school but are not well prepared for postsecondary opportunities were actually experiencing difficulties learning to read as early as kindergarten.** These students could have been easily identified at that time, and if scientifically-based instructional interventions had been used, the chances are good that many of them would have acquired the reading skills they needed for a lifetime of learning.

The following graph shows how well students in grade 10 are able to read on the Oregon Assessment of Knowledge and Skills (OAKS) for Reading/Literature. Overall, about **34% of students read below grade level** (from the three combined categories, Nearly Meets, Low, and Very Low). This means that 34% of grade 10 students do not have the fundamental reading skills necessary to read grade-level textbooks with proficiency. It also means that if these students do not substantially improve their reading skills in their final two years of high school (and research would suggest the chances of this are small<sup>9</sup>), they will be far less likely to go to community college or college than other students. And, if they do enroll in community college or college, they will be far more likely than other students to drop out before earning their degrees.<sup>10 11</sup>

In today's knowledge-based world, our students need to be expert readers, writers and thinkers to compete and succeed in a global economy.

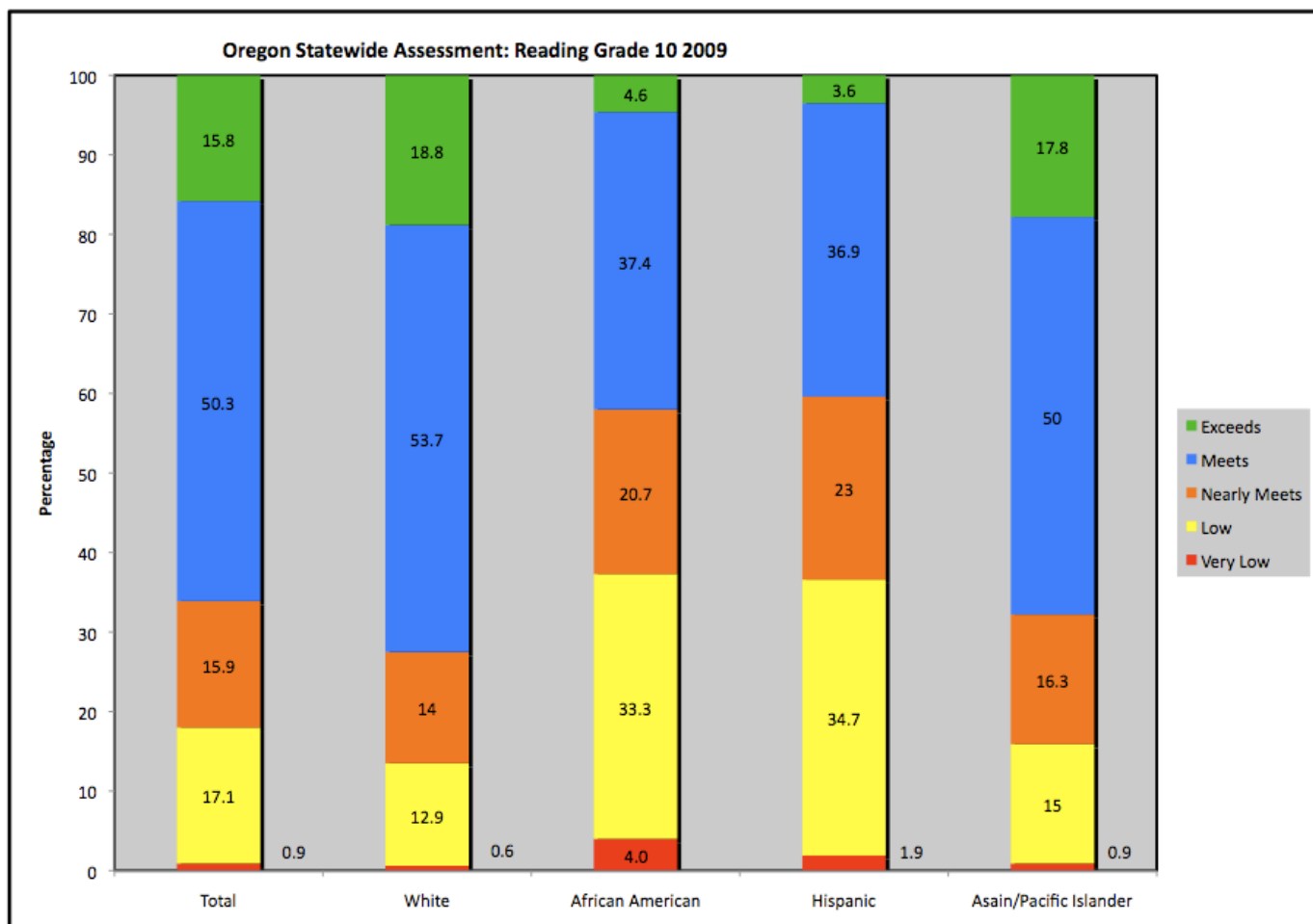
This information is more alarming when the performance of students from specific racial and ethnic groups is examined. Among African American students, 58% are not reading at grade level, and among Hispanic students, 60% are not at grade level.

<sup>9</sup> Juel, 1988; Carnevale, 2001

<sup>10</sup> ACT (2005). *Crisis at the core: Preparing all students for college and work*. Retrieved from [http://www.act.org/research/policymakers/pdf/crisis\\_report.pdf](http://www.act.org/research/policymakers/pdf/crisis_report.pdf)

<sup>11</sup> Kamil, 1999, pg. 30

There is another source of concern in the grade 10 reading data. The top category in the graph shows the percentage of students who are **exceeding** the expected Oregon standard for reading proficiency. These students, if they maintain this trajectory, have the best chance for success in postsecondary education. They also are in the best position to compete for the most desirable jobs in the U.S. and throughout the world. Overall, only 15.8% of Oregon's grade 10 students exceed standards. In Oregon and across the country, there are not enough U.S. college graduates able to compete for the highest-paying, highest-skilled, entry-level positions.<sup>12</sup> Consequently, many U.S. companies are finding it necessary to outsource work to other countries. Students in Oregon face more competition than ever before for these jobs. Students who are exceeding Oregon's expected standards in reading, mathematics, and science have the best opportunity to secure these positions once they enter the job market. We must, as a state, increase the number of students exceeding standards. **The fact that only 16% of Oregon grade 10 students are on a trajectory to exceed basic Oregon standards is a cause for serious concern.**



<sup>12</sup> Friedman, The World is Flat; Achieve, Inc. (2005). Rising to the Challenge: Are high school graduates prepared for college and work? Washington, DC: Peter D. Hart Research Associates.

## Performance on a “National” Reading Assessment

There is no national reading test for all students in public schools. The closest thing is the National Assessment of Educational Progress (NAEP). Every two years, grade 4 and grade 8 students across the U.S. take the NAEP reading assessment. This test provides the best opportunity to examine how well Oregon students perform when compared to other students outside of Oregon. On the NAEP, student scores are divided into four categories: Below Basic, Basic, Proficient and Advanced. If the “Below Basic” category is taken to mean students reading below grade level, **the performance of Oregon students on the 2009 NAEP validates concern regarding the state of reading proficiency in Oregon, particularly for students of color.** The NAEP data offers clear evidence that Oregon is near the bottom of the country for grade 4.

Seen in the context of NAEP, 35% of Oregon grade 4 students read **below grade level**. In other words, more than 1 out of 3 students in grade 4 does not have the reading skills necessary to meet Basic (grade-level expectations) on the NAEP. Nearly 24% of grade 8 students read below grade level. This means that nearly 1 out of 4 grade 8 students does not have the reading skills necessary to read grade-level material.

Similar to the Oregon assessment data, the problem is the most acute for the students who are the most dependent on public education to meet their education needs: students from minority backgrounds and students living in high poverty environments. For example, when the focus is on African American and Hispanic students, the percentage of grade 4 students reading below grade level is 53% and 59% respectively. In other words, more than half of African American and Hispanic students do not have the reading skills necessary for grade 4 academic work. Among grade 4 students living in high poverty environments, 50% are not reading at grade level.

How we perform compared to other states is important to examine. On the grade 4 NAEP assessments, among all 50 states (plus the District of Columbia and the Department of Defense Education schools, 52 jurisdictions in all), only 16 states had lower overall average scores than Oregon. In other words, 67% of states / jurisdictions had a higher average score than Oregon. Among the 48 states where it was possible to calculate a separate score for Hispanic students, only 3 states scored lower than Oregon. The low performance of Hispanic students is not confined to reading. On the 2009 NAEP mathematics assessment, only 5 states performed lower than Oregon for grade 4 Hispanic students.

Taken together, OAKS and NAEP reading assessments provide strong evidence that Oregon schools need to do much more in K-12 to prepare stronger readers. To support this effort, we all must do much more to make sure schools have the resources and tools they need to accomplish this task. **Early intervention as part of a coordinated, comprehensive educational system can make it more likely that all students will do well in reading by the time they reach grade 4.** The technology and the measures are available to assess all students early in school (as early as kindergarten) to provide accurate information about whether a student is at risk for reading difficulty. **This information, coupled with what is known about effective early reading instruction and intervention, strongly suggests that the number of students in grade 4 who do not have basic reading skills can be substantially and immediately reduced.** How well children read in grade 4 is the single best predictor of how well they



will read in grade 8, and how well students read in grade 8 is the best predictor of how well they will read in grade 12. Early reading skills are better predictors of later reading skills than other factors including race, ethnicity, and socio-economic status.<sup>13</sup> If students have strong reading skills in grade 12, the odds they will do well in postsecondary education, obtaining meaningful employment, and sustaining lifelong learning are demonstrably better than if they graduate from high school without strong reading skills.

## Graduation Rates and Postsecondary Education

It is no surprise that reading proficiency is strongly related to high school completion and how well students do in college once they graduate. Across the nation, there is a serious problem with low high school graduation rates. Nationally, about 1 in 3 students leaves high school without a diploma (1.23 million students each year).<sup>14</sup> Given the reading data presented above, it is not surprising that graduation rates for students of color and students from high poverty backgrounds are even lower. **In Oregon, 71% of White students graduate from high school, but only 56% of Hispanics graduate and 33% of African American students graduate.**<sup>15</sup>

The costs associated with dropping out of school go beyond diminished opportunities for postsecondary education. The direct financial cost is a growing concern among business, government, and education sectors across the country. According to the Alliance for Excellent Education, just from the Oregon class of 2007, the cost of school dropouts to the state will total almost 3.5 billion dollars in lost wages, taxes, and productivity over the lifetime of students who drop out of school. Our best solution to reduce the dropout rate must include real incentives for students to stay in school. Meaningful incentives must include the realization that if students stay in school and work hard they will obtain the knowledge and skills they need for education opportunities after graduation. **With some justification, students who do not read proficiently in grade 8 or grade 10 are not convinced that completing high school will give them the same options after high school as students who read proficiently.**

When it comes to school dropout rates, the U.S. is an outlier. With 70% of students graduating from high school, the U.S. has one of the lowest graduation rates among industrialized nations in the world.<sup>16</sup> Despite this discouraging statistic, American high school students appear to be serious about the importance of education to their future goals. A full 81% of American high school students say they expect to attend college.<sup>17</sup>

What becomes of high school graduates who do attend colleges and universities? How well prepared are they for postsecondary education? Data addressing these answers offer another reason to seriously consider what we can do to better prepare students for life after high school. **Only about 50% of high school graduates across the country are prepared for postsecondary education.**<sup>18</sup> This figure is mirrored by data from the ACT, where only 50% of high school juniors and seniors taking their college entrance exam are ready for college-level reading assignments in subjects like math, history, science, and English.<sup>19</sup>

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<sup>13</sup> Snow, Burns, & Griffin, 1998

<sup>14</sup> Laird et al., 2008; Editorial Projects in Education, 2008; Alliance for Excellent Education, 2007

<sup>15</sup> [http://www.all4ed.org/files/Oregon\\_wc.pdf](http://www.all4ed.org/files/Oregon_wc.pdf); retrieved 1-25-08

<sup>16</sup> Greene & Winters, 2006

<sup>17</sup> High School Survey of Student Engagement, 2005

<sup>18</sup> Greene and Winters, 2006

<sup>19</sup> ACT, 2006

Enrolling high school graduates who are not prepared for college-level work forces colleges and universities to offer **remedial courses** to many students.<sup>20</sup> Approximately one in three (33%) college freshmen enroll in at least one remedial course during college.<sup>21</sup> The vast majority of students who take remedial courses in college do so to gain the skills and knowledge they should have learned in high school, skills that are necessary for them to succeed in “regular” college classes.<sup>22</sup> These remedial courses focus on basic proficiencies in reading, writing, and mathematics, with remedial reading courses being the most necessary.

Unfortunately, providing remedial classes in college does not appear to be a particularly effective approach, and it certainly is not cost effective.<sup>23</sup> The leading predictor that a student will drop out of college is the need for a remedial reading course. Students who take a remedial reading course are 41% more likely to drop out of college than other students.<sup>24</sup> And whereas 58% of students who take no remedial course in college earn a Bachelor’s degree within eight years, only 17% of students who enroll in a remedial reading course receive a degree within that same period.<sup>25</sup>

## Context and Purpose of the Oregon K-12 Literacy Framework

The challenge of providing a quality education to every Oregon student is enormous and complex if the goal is for every high school graduate to have the full range of educational opportunities available. **Only a well-coordinated effort that begins in kindergarten, proceeds purposefully through the final year of high school, and involves the active and sustained effort of all levels of the public school system will succeed.** This means that state, district, and school priorities have to be aligned and focused on a common set of key learning goals and objectives.

**The Oregon K-12 Literacy Framework is a roadmap for improving literacy outcomes for students in grades K-12 through the coordinated effort of the state, districts, and schools.**

### Why a Focus on Reading

Traditional definitions of literacy target specific subject areas, particularly the ability to read and write. Expanded definitions sometimes include reading, writing, listening, and speaking (Moats, 2000). More recent definitions, which also frequently incorporate additional literacy areas such as quantitative literacy and technology literacy, emphasize the application of literacy skills for personal and social purposes. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) defines literacy as the “ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society.”

All definitions of literacy include the ability to read and write. The Oregon K-12 Literacy Framework focuses specifically on reading development for two primary reasons. First, the purpose of the framework

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<sup>20</sup> Conley, 2007

<sup>21</sup> National Center for Education Statistics, 2004; Ali & Jenkins, 2002

<sup>22</sup> Conley, 2007

<sup>23</sup> Conley, 2007

<sup>24</sup> NCES, 2004

<sup>25</sup> NCES, 2004



is to delineate variables directly under the school's control (e.g., group size, instructional time, or materials) for the development of student learning and outcomes. Second, the purpose is to provide clear guidance for how schools, districts, and the state can use scientific evidence to teach students the literacy skills they need for advanced education.

The reality is that much more scientific evidence exists about what schools can do to teach students the literacy skills they need in reading than all other areas of literacy combined. In reading, we know **what to teach** and **when to teach it**. We know what strong reading instruction looks like in the classroom and we know how to support teachers to provide that instruction. We know how to measure reading outcomes as well as critical indicators of those outcomes. Of course, our knowledge of how schools can provide effective reading instruction will continue to expand and improve as scientific evidence expands. But the knowledge base is sufficiently mature in reading right now to provide clear direction in the six fundamental components that organize this framework. This is not true of other areas of literacy including writing, speaking, and listening.

Despite this strong research base, however, implementation of these strategies has been somewhat uneven. The framework is designed to provide the state, districts, teachers, administrators, parents, school board members, and other stakeholders with a strategic “blueprint” of what schools in Oregon need to do to help students develop key reading skills. This literacy framework emphasizes that the “architecture of reading instruction” must be well designed and executed throughout K-12. For schools, the critical period of teaching students to decipher a new symbolic system—an alphabetic writing system—generally takes place from kindergarten through grade 2. **The goal is for students to learn this alphabetic system before grade 3, but all students should have a thorough command of it no later than grade 3.** A deep knowledge of the alphabetic system allows students to negotiate the often treacherous transition from “learning to read” to “reading to learn.” Throughout grades 4-12, and in earlier grades to a lesser degree, directing students’ academic focus toward learning **deep, grade-level reading comprehension skills and strategies** so they are able to apply the skills and strategies across the instructional areas—results in **full content access for students**.

For students who are not successful readers in grade 3, it will be more difficult for them to direct their academic attention on developing reading comprehension strategies or on using their reading skills to develop subject-area knowledge. **After grade 3, the odds are against students becoming grade-level readers without intense intervention.** Therefore, what schools do to teach children to read in the early years of schooling matters greatly.

Increasingly in the later grades, effective reading instruction is characterized by explicitly teaching students how to read specific subject areas, including history, science, mathematics, and literature.<sup>26</sup> Thus, **all teachers including kindergarten teachers in elementary schools and science teachers in high school need to be effective reading teachers.** Effective reading instruction throughout K-12 requires that teachers receive extensive support, including strong and sustained professional development on teaching reading

The body of this framework focuses on what schools must do to promote effective reading instruction in every classroom and across all instructional areas. But while this school-level focus is essential, it is not sufficient. The **state** needs the commitment and the capacity to support **districts** as they strive to effectively support all of the **schools** under their direction. The ongoing work of districts includes

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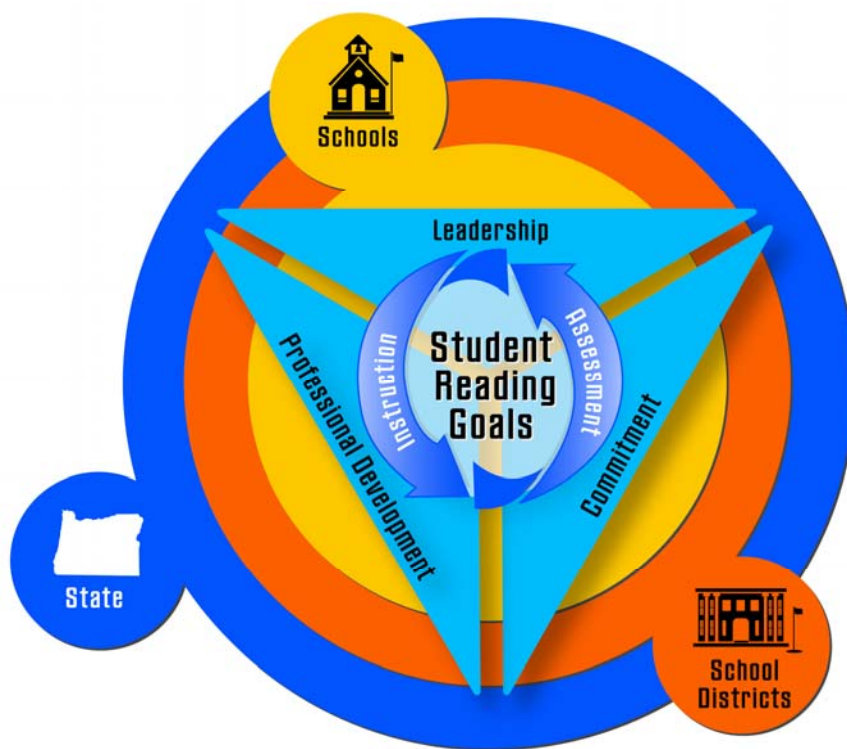
<sup>26</sup> Biancarosa, & Snow, 2006; Heller, & Greenleaf, 2007

establishing an integrated system in each school that is able to structure, deliver, and sustain effective reading instruction throughout the school. Consequently, it is the **three levels working in concert—state, district, and school**—that create the conditions necessary for effective reading instruction to take place in every Oregon classroom so that all students are able to develop the reading skills they need to do well in school, earn an Oregon Diploma, and succeed in their next steps.

## Major Components of the Oregon K-12 Literacy Framework

The following **six components** form the structure of the Oregon K-12 Literacy Framework for each of the **three levels**—state, district, and school:

1. Goals
2. Assessment
3. Instruction
4. Leadership
5. Professional Development
6. Commitment



These six components are systemically connected and the connections are easy to understand. In the figure above, understanding the connection begins in the center with student reading **goals**. Without measurable reading goals that anchor the framework, it will be impossible to achieve consensus on what

is and is not working in providing effective reading instruction, what should be maintained and firmly established, and what should be revised and closely monitored. Reliable and valid **assessments** are used to determine if students have met key reading goals. For students who have met reading goals, **instruction** is provided that keeps them on track and accelerates their reading development. For students who have not met reading goals, instruction is provided that will allow them to reach these goals and to further enhance their reading achievement.

Perhaps **the** essential aspect of the framework is providing a comprehensive system of support—state, district, and a school—that will enable teachers to provide the reading instruction students need to meet key reading goals. **Leadership** and **professional development** are the mechanisms for providing this support. How all of the pieces fit as a comprehensive system is articulated in the **commitment** made to provide the instruction students need to meet reading goals. Three levels of support are needed to establish and maintain a comprehensive system of reading instruction that works for all students:

- The state level
- The district level
- The school level

The Oregon K-12 Literacy Framework focuses on what must be done at the **state, district, and school levels** to develop effective policies and procedures in each of these six components. The state and districts should provide detailed policies and procedures that will enable them to effectively support the implementation of the framework. State and district responsibilities are described in separate documents entitled “[State Support for the Essential Skill of Reading](#)” and “[District Support for the Essential Skill of Reading](#).”

School efforts to implement the framework are delineated in the school review entitled “[School Support for the Essential Skill of Reading](#).” In addition to the school review, the school-level portion of the framework includes six chapters on implementation, one chapter devoted to each of the six components: 1) [Goals](#), 2) [Assessment](#), 3) [Reading Instruction](#), 4) [Leadership](#), 5) [Professional Development](#), and 6) [Commitment](#).

Implementing the Oregon K-12 Literacy Framework means implementing a framework fully aligned with Oregon’s Response to Intervention Initiative (Or-RTI).<sup>27</sup> Or-RTI integrates high-quality instruction, assessment, and intervention in a way that allows schools to match the level of intensity and instructional support to student needs in reading and in reading across the instructional areas.<sup>28</sup>

A brief description of each of the six major components of the framework as they relate to schools is provided below.

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<sup>27</sup> <http://www.ode.state.or.us/search/page/?id=315> Oregon’s Response to Intervention Initiative

<sup>28</sup> ODE “OrRTI Technical Assistance to School Districts,” 2007

## Goals

An overarching goal for every Oregon school should be to ensure that all students **read at grade level or higher each academic year**. Student performance on the Oregon Assessment of Knowledge and Skills (OAKS) in Reading/Literature is used to determine whether students have met the summative goal and are able to read proficiently at grade level in **grades 3 through high school**. Progress monitoring/formative reading measures in grades K-3 indicate whether students are on track to read at grade level in grade 3, and they may also be used as summative or outcome measures for specific elements of reading in **grades K-2**. To accomplish this overarching goal, schools must make sure students reach formative reading goals that provide critical information about whether students are on track to read at grade level.

## Assessment

Reliable and valid reading assessments determine if students are reading at grade level and are meeting formative reading goals. A comprehensive system of **formative and summative reading assessments** should be a central part of each school's reading plan. The Oregon Assessment of Knowledge and Skills (OAKS) anchors the summative assessment system. Formative measures of reading should be used to determine if students are on track for grade-level reading. These formative measures should include early measures of phonemic awareness and alphabetic understanding that determine if students are developing foundational reading skills. Formative measures should also include measures of fluency and comprehension that help determine if students are developing advanced skills necessary to read complex academic material.

## Instruction

Once children begin public school, effective reading instruction is the most important determinant of whether they will develop the overall reading proficiency necessary for academic success. High-quality reading instruction in Oregon's K-12 Literacy Framework involves the integration of **six** guiding principles. First, it is critical that schools **allocate sufficient time to teach reading and use it effectively**. Second, **data** is used to form fluid instructional groupings. Third, instruction is focused on **the essential elements of reading**. Fourth, teachers need to utilize **research-based strategies, programs, and materials**. Fifth, schools must **differentiate instruction** based on what supports students need to reach target goals. How instruction is differentiated for students should be communicated formally through grade-level plans. Sixth, all teachers should provide **effective teacher delivery** of content by focusing on nine general features of instruction. When schools successfully implement these six guiding principles, they increase the probability that all students will reach grade-level reading goals.

## Leadership

Coordinated leadership is needed at the state, district, and school levels if all students are to read proficiently.<sup>29</sup> At the school level, leadership is responsible for collecting and analyzing valid data that can be used to determine whether students have met key reading goals. On the basis of student **reading data**, school leadership must establish and maintain the infrastructure necessary to support teachers in the delivery of effective reading instruction that will enable students to meet key reading goals. School leadership must also regularly evaluate classroom reading instruction to determine how professional development and other means can be used to support teachers to provide the reading instruction

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<sup>29</sup> Haynes, 2007

students need. **Effective school leadership is distributed** among individuals and groups within the school including the principal, coach, the School Leadership Team, and grade-level and department-level teams. Schools can utilize these leadership groups to collectively accomplish essential leadership functions.

## Professional Development

Professional development provides teachers and other school personnel with the support, learning opportunities, and experiences they need to provide effective reading instruction in the classroom. Coaching is an important form of professional development. All professional development related to reading outcomes should **target what needs to occur in the classroom** in order for all students to meet grade-level reading goals. To do this, the state, districts, and schools need to integrate content and resources to provide **coherent, multifaceted, and on-going** professional development. The closer professional development occurs to the school level, the more it becomes focused on specific classroom instructional practices. Professional development should be **differentiated** based on need. This is true for teachers, as well as for administrators, coaches, and others who need professional development to improve the support they provide teachers to meet students' instructional needs.











## Commitment

The final area of focus of the Oregon K-12 Literacy Framework is commitment, defined as “an act or process of entrusting or putting together and delivering on an agreement.” Commitment consists of a vision that inspires and motivates the staff and the broader school-wide community, including parents and school board members, to do whatever it takes to ensure students **learn to read in K-3, continue to read at grade level or higher each year in school across the instructional areas, demonstrate proficiency in the Essential Skill of Reading, and earn an Oregon Diploma**. Commitment includes a **School Reading Plan** that delineates the following: dedication of resources, transparent reporting and accountability mechanisms and processes, and sharing responsibility for the successes and challenges involved in implementing a comprehensive reading program focused on meeting the instructional needs of all students.

## How to Read this Framework

This framework is organized around six components: 1) Goals, 2) Assessment, 3) Instruction, 4) Leadership, 5) Professional Development, and 6) Commitment. State and district responsibilities to support implementation of the framework, also organized around these six components, are described in separate documents entitled “[State Support for the Essential Skill of Reading](#)” and “[District Support for the Essential Skill of Reading](#).” School efforts to implement the framework are overviewed in the school review entitled “[School Support for the Essential Skill of Reading](#).” Individual chapters describe implementation of each of these components at the school level.

To assist the reader, throughout the document an **icon** appears in the top right hand corner of the page to indicate which level (state, district, or school) is the current focus. In addition, a **matrix** at the beginning of each chapter provides a guide to the component and level. For example, the star in the following matrix indicates that the content to follow will describe school level implementation of the instruction component.

	 Goals	 Assessment	 Instruction	 Leadership	 Professional Development	 Commitment
 Schools						
 Districts						
 State						

Within each chapter there are both footnotes and endnotes. **Footnotes**, appearing at the bottom of each page, are used to cite references and provide clarifying information. A reference list is included at the end of the document with complete references for all resources cited in the footnotes. **Endnotes**, appearing at the end of each chapter, are used to provide additional web resources, tools, and supporting documents. Endnotes are denoted in the chapter by a Roman numeral that indicates the specific endnote reference.

## Getting Started

The state and district documents, “[State Support for the Essential Skill of Reading](#)” and “[District Support for the Essential Skill of Reading](#),” are designed for strategic planning at the state and district levels respectively; a main feature of each includes the formation of leadership teams—the State Leadership Team and District Leadership Teams.

The comparable school-level document entitled “[School Support for the Essential Skill of Reading](#)” functions as a **school self-audit**. It also provides **electronic links directly to the explanatory narrative and resources within the six chapters** of the school-level portion of the Oregon K-12 Literacy Framework.

“School Support for the Essential Skill of Reading” is a useful starting point for planning after school administrators and teachers have read the six chapters of the framework. Organized as a school review, “School Support for the Essential Skill of Reading” covers the six critical components of a healthy schoolwide system and provides an opportunity for schools to note their strengths and areas for improvement in developing a school reading plan. The school review guides discussion about the major elements of the current reading program. The items and criteria listed in the review represent the “ideal” conditions. To complete the school review, it is suggested that schools assemble a team that includes building administration, teachers, and specialists. The review can be completed in a number of ways. One way is for each member of the team to fill it out individually, and the results can be summarized across team members. Or the team can complete the school review together by discussing and coming to



agreement on each item. The summary scores can be used to determine relative strengths and weaknesses of the current reading program and to assist in prioritizing goals. Using the school review can be an important first step before a school begins to implement a School Reading Plan. The tool can also be used to re-evaluate the School Reading Plan at the end of each school year and refocus the leadership team towards meeting the needs of each student and all students.