Oregon's Early Literacy Framework

A Strong Foundation for Readers and Writers (K-5)

Information Session for the Governor's Council on Early Literacy Educator Preparation Programs
September 21st, 2023

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Purpose of Today's Session

- **Create shared understanding of Oregon's Early Literacy Framework as a foundation for Council discussions.**

  "What is the Early Literacy Framework all about?"

How We Hope to Engage

- **Collaborative dialogue**
- **Flexibility within a structure**
- **Engage with the Framework in-hand**
- **Stay centered in the Framework, in preparation for EPP work ahead**
- **Recording the presentation for reference and in honor of public meeting requirements**
- **The Framework is an anchor document, but not the only source of knowledge, inspiration, or perspective.**

How We'll Get There

- **Purpose, Guiding Principles, and Structure**
- **Key Terminology**
- **Big Ideas and Key Takeaways**
- **A Note on the Playbook**
- **Resources & Close**

With a break at 1:45pm.

Before we dive in…

Acknowledgement of the contribution of many of you in the room who reviewed the Framework and provided substantial feedback.

First, rate your familiarity with the framework (0-4)

In the chat, or unmute:
- **What do you hope to get out of today's session?**

- **What, if any, questions do you have about the Framework or its content?**

Purpose: Why a Framework?

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

THE CORE PURPOSE OF THE FRAMEWORK IS TO:

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

Eight Key Sections (pg. 1)

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

Section 2: Family and Community Partnerships

Section 3: Oral Language as the Root for Literacy Development

Section 4: Reading Models Based in Research

Section 5: Foundational Skills

Section 6: Writing, Reading Comprehension, Vocabulary & Background Knowledge

Section 7: Core Instruction & Assessment

Section 8: Reaching All Learners

Reaching All Learners

Core Instruction & Assessment

Writing, Reading Comprehension, Vocabulary & Background Knowledge

Foundational Skills

Reading Models Based in Research

Oral Language

Student Belonging

Family & Community Partnership
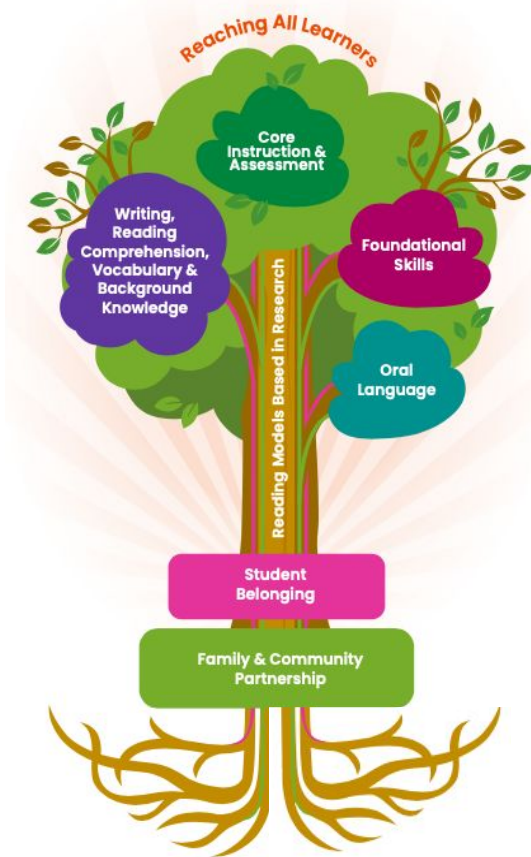
Key Terminology & Glossary (pg.3)

Take a moment to read through some of the following definitions which are foundational to the Council's work:

Culturally Responsive

Early Literacy

Multilingual Learner

Science of Reading

Guiding Principles (pg.7)

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

Literacy begins at birth.
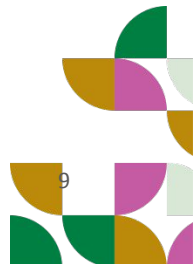
Every child is full of literary promise.

Families and communities strengthen school-based learning.

Multilingualism benefits everyone.

Foundational skills matter.

Educator knowledge and practice are essential.

Every student must be taught to read and write.

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

Building inclusive and supportive environments in schools that nurture belonging is essential to growing readers and writers.

- **Culturally responsive practices**
  - High expectations with responsive support
  - Culturally relevant texts

- **Social and Emotional Learning**

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Some Key Takeaways from Section 1

- **Culturally responsive practice** requires study and reflection regarding identities and cultural reference points brought to the classroom by BOTH educators and students.

- **High expectations** for literacy success requires time and support for educators to repeatedly examine biases as they work to ensure literacy engagement, growth and achievement for every child.

- **The social and emotional skills** and context provided in the classroom allow children to practice peer-to-peer listening and speaking and normalizes the "risk, fail, try again" stamina that supports literacy achievement.
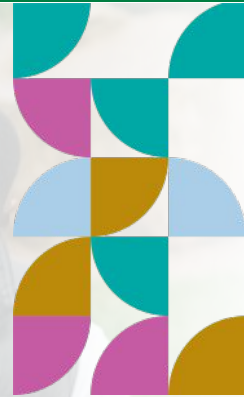
Key Takeaways on pg.12

Section 2: Family and Community Partnership

Across almost every facet of literacy development, support and collaboration with families, sovereign tribal nations, and community-based organizations strengthens student literacy development and serve as accelerators for student success.

- **Literacy starts at home**

- **Literacy learning before Kindergarten**

- **Supporting literacy through expanded learning**

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Some Key Takeaways from Section 2

- Parents and families are the first, most important teachers in a child's life. **Before a child learns to read and write, they learn to listen and speak.**

- Across almost every facet of literacy development, **support and collaboration with families and community-based organizations strengthens student literacy development** and serves as accelerators for student success.

- **Engagement with books and opportunities to write and draw** from an early age promote excitement about reading and writing.

Section 3: Oral Language as the Root for Literacy Development

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.

- **Literacy Development**
  - Oral Language Skills & Text-Based Language Skills are Interrelated
  - Multilingualism Supports Oral Language & Literacy

- **An Expansive View of Oral Language**
  - Honoring Indigenous Language and Knowledge
  - The Importance of Storytelling
  - Recognizing and Honoring Dialects

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Some Key Takeaways from Section 3

- Learning to read involves learning about print, specifically how **words known from speech are represented in a visual–graphical code** or written language.

- Oral language plays a critical role in learning about self, culture, and tradition. **A child's ability to read and write is predicated on oral language** because of the primary role oral language plays in laying the groundwork for foundational literacy skills.

In Breakout Rooms:

Think about these three sections:

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

- Section 2: Family and Community Partnerships

- Section 3: Oral Language as the Root for Literacy Development

Where or how have any of these elements of learning impacted your literacy experience or those that you know?

Section 4: Reading Models Based in Research

Ensuring that students learn to read means having ample daily opportunities for students (especially in early grades) to practice foundational skills, to apply them in culturally responsive contexts, and to receive consistent feedback as their skills progress.

Five Reading Models That Reflect Research

- The Five Pillars of Reading
- The Simple View of Reading
- Scarborough's Rope
- The Four Part Processing Model
- The Active View of Reading

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Some Key Takeaways from Section 4

- Generally, these reading models emphasize the **interaction** between:
  - word–identification, and
  - language comprehension.

- This interaction results in **reading comprehension** through:
  - knowledge of the English writing system;
  - linguistic knowledge;
  - background knowledge; and
  - the type of text, nature of the task, sociocultural context, and executive functions

- A major roadblock to comprehending text is fluency. These models emphasize the **importance of accurate and efficient word identification and recognition** so that executive skills can be devoted to comprehending text.
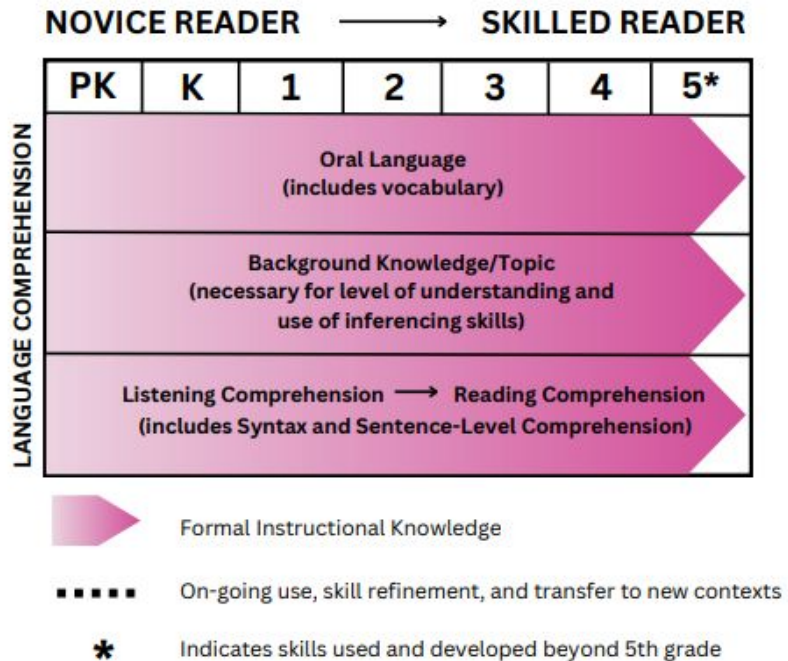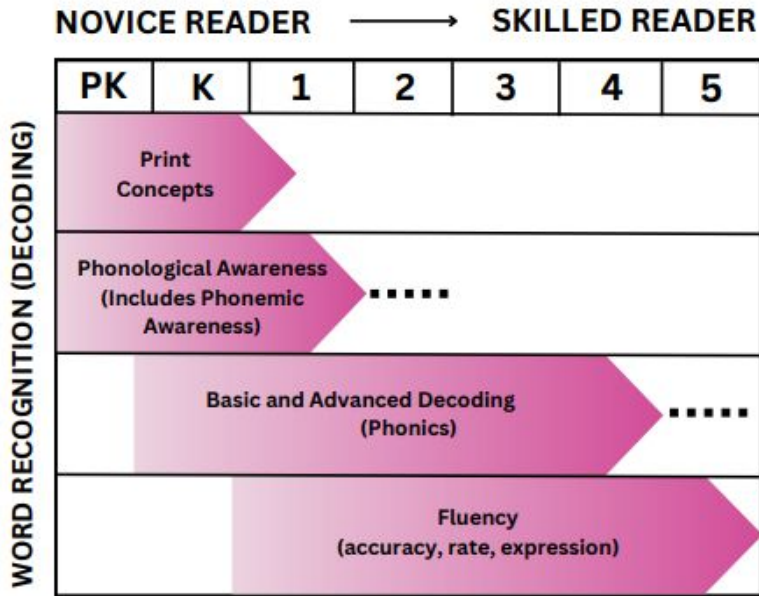
Key Takeaways on pg.31

Section 5: 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 from which they make meaning.

- **Foundational skills of reading**:
  - mastery of print concepts
  - phonological awareness
  - phonics + word recognition
  - alphabetic principle
  - fluency

- **Specific strategies support all students develop foundation skills**

- **Learning progressions**

- **Explicit and systematic instruction**

- **Support multilingual readers' foundational skills development in all languages**

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Section 5: Foundational Skills

Across the K-5 continuum, literacy instruction must systematically build students' foundational skills alongside the application of meaning-making skills and knowledge.

Select Key Takeaways from Section 5

- While oral language begins to develop naturally through incidental learning in the home and community, **learning to read and write requires explicit instruction in foundational skills.**

- Effective teaching of foundational skills **requires explicit, systematic reading instruction** and follows an **intentional progression**.

- Developing oral language, phonological awareness, and vocabulary **across each language** is particularly important for **multilingual learners.**

- Reviewing, adopting, and supporting the implementation of **high-quality instructional materials** is one of the most important jobs of education leaders.

Section 6: Writing, Reading Comprehension, Vocabulary & Background Knowledge

Foundational skills are essential to breaking the code of written language; without the integration and connection to other literacy skills, however, they are insufficient for deep literacy learning.

- **Text-Rich Environment and Connected Text**

- **Background Knowledge & Vocabulary**

- **Reading Comprehension**

- **Writing**
  - Writing and reading are reciprocal practices
  - Writing Skills, Spelling, and Instructional Design for Writing

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Some Key Takeaways from Section 6

- Foundational skills are essential to breaking the code of reading; however, they are insufficient for deep literacy learning without the **integration and connection to other literacy skills**.

- **Writing practice** helps students solidify and make sense of foundational skills, allows them a creative outlet to emulate story and text structure, and creates opportunities to **connect in meaningful ways** with the world around them.

- Reading comprehension and writing instruction **permeates all grades**.

Key Takeaways on pg. 53

Section 7: Core Instruction & Assessment

Core instruction is the highest-leverage investment for improving early literacy. Whether a teacher is using whole group or small group instruction, the core literacy block provides critical access to standards-aligned learning experiences.

- **Supporting Students in Accessing Core Instruction**
  - Core + More

- **Assessment as an Accelerant for Learning and Prevention**
  - Formative Assessment Practices
  - Early Literacy Tests

- **Coherent, Comprehensive, & Continuous Assessment Systems**

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Some Key Takeaways from Section 7

- It is important to ensure coherence in **high-quality instructional materials**, strategies, and routines across the support continuum to create a connected literacy learning experience for students.

- 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.

Section 8: Reaching All Learners

Instruction provided in an inclusive, culturally and linguistically responsive, and identity affirming context creates an optimal learning environment for all students.

- Supporting **Multilingual Learners**
- Supporting Students **Experiencing Disabilities**
- Supporting Students in **Accessing Core Instruction**
- **Dyslexia** Policies and Practices
- Reaching **Talented & Gifted Students**
- **Assessment Practices** For Growth and Support

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Some Key Takeaways from Section 8

- Prevention of early reading difficulties must include increasingly intensified and individualized instructional support **matched to students' areas of strength and need.**

- To the maximum extent appropriate, all instructional support for students with reading and writing difficulties should be provided **in addition to** high-quality core literacy instruction.

- **Multilingual learners** desire and deserve **challenging content and context embedded language development** alongside any needed foundational language skills.

Key Takeaways on pgs.66, 71, & 74

In Breakout Rooms:

Reflect on all the ideas articulated in the Framework.

In your experience, where have you seen these come together in practice?
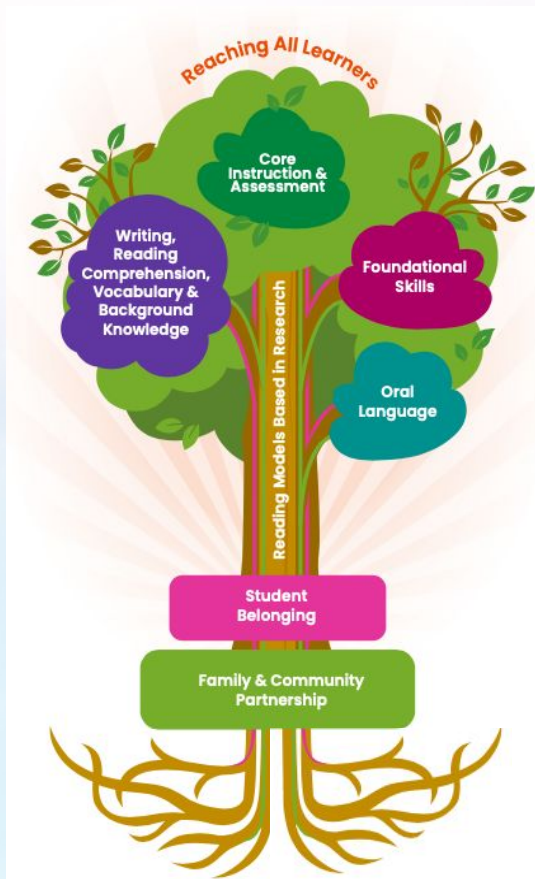
Instruction Partner's Early Literacy Playbook

Oregon's Early Literacy Framework

Find out Why and What

a c
EARLY LITERACY PLAYBOOK
A game changer for school and system leaders
x b d

**Find out How**

Five Essential Practices

- **Vision** Establish a vision for early literacy instruction that is anchored in both the science of reading and the belief that all students can and will read independently and proficiently.

- **Materials** Use standards-aligned and coherent curricular materials effectively to facilitate data-driven instruction anchored in the science of reading.

- **Data** Use quality data and assessment resources consistently, cohesively, and strategically to drive instructional decision making for all students.

- **Team** Use quality data and assessment resources consistently, cohesively, and strategically to drive instructional decision making for all students.

- **Time** Maximize and direct all available time to continuously improve the effectiveness of instruction and intervention, including ongoing adult professional learning.

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Closing Reflection

What have you seen or learned today that you didn't know before?

What would be helpful moving forward?
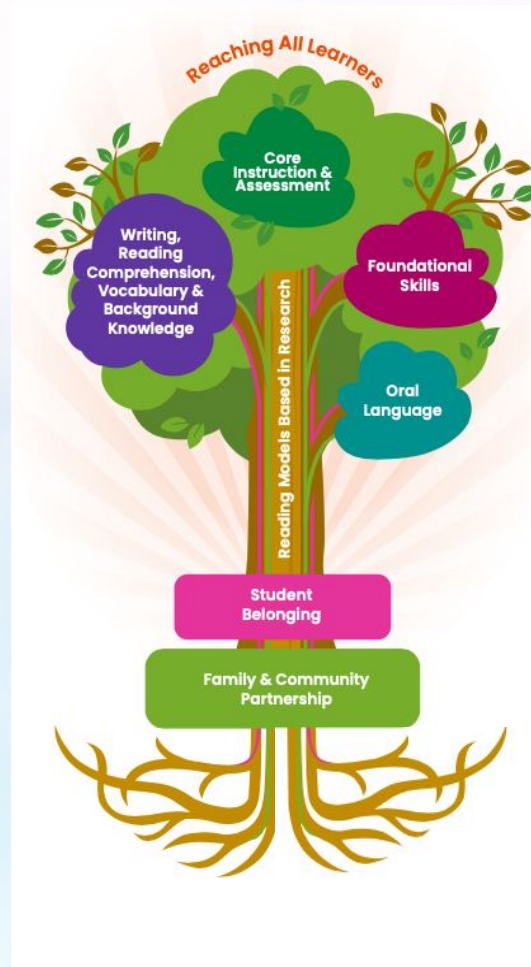
Resources

- **Oregon's Early Literacy Framework**
  - Key Terms & Glossary
  - Key Takeaways and "Learn More"
  - Appendix B: Companion Guidance & Resources
  - Appendix D: Reading Research & References

- **ODE Early Literacy Framework Webpage**

Thank you!

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