



# Executive Summary

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## School-level Implementation of the Oregon K-12 Literacy Framework

The School-level Implementation portion of the Oregon K-12 Literacy Framework is a roadmap for schools on how to improve reading outcomes for students grades K-12. Making sure **all** students read at grade level or higher each year—no later than grade 3—and that they continue to read at grade level or higher each year of school is critical because **reading well increases the likelihood that students will do well in school**. What that means for our students, our education system, and our state is significant beyond what we've experienced, and to that end, the framework provides structures to ensure that all students read well. Reading opens doors, levels playing fields, and enriches the human experience.

Getting all students to grade level and higher requires focus and coordination from educators at every level. **Grade K-3** teachers provide timely and critical reading foundations and interventions. Intervening early to bring students to grade-level is the most helpful to students because being a grade-level reader or higher positively impacts students' lives and their school career. Also, early intervention is timely, and as such, it is the most efficient and cost-effective. **Grade 4-5** teachers continue foundational reading instruction and also transition students to subject-specific textbooks. **Grades 6-12** teachers provide reading instruction specific to subject-area texts. While they do not teach the foundations of reading, they are the only teachers of reading specific to grade-level text. It is their efforts across the instructional areas that support students' growth in reading skills year by year during the second half of their K-12 schooling. Effective foundational reading preparation combined with effective subject-specific reading preparation is what will make it possible for **all** students to demonstrate proficiency in the **Essential Skill of Reading**, a requirement for earning an **Oregon Diploma**.

Schools are charged with helping **all students** become proficient readers, and the following six chapters are designed to help **all schools**—elementary, middle and high—become proficient deliverers of reading instruction. The School-level Implementation portion of the framework is divided into six chapters representing **six components** that need to be strategically integrated in order to improve the reading achievement of **all** students: 1) **Goals**, 2) **Assessment**, 3) **Instruction**, 4) **Leadership**, 5) **Professional Development**, and 6) **Commitment**.

While schools are on the front lines in this critically important endeavor, only a well-coordinated system involving state, district, and school-level entities will be able to harness and apply the resources necessary to provide all students with the instruction and support they need to develop strong reading and academic skills. That is why the Oregon K-12 Literacy Framework addresses the six strategic components across all **three levels – state, district, and school**. State and district roles are described in

the framework documents entitled “[State Support for the Essential Skill of Reading](#)” and “[District Support for the Essential Skill of Reading](#).”

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

What follows are chapter summaries of the six components for school-level implementation.

## GOALS

First, schools must establish strong **summative reading goals** that all students meet. The most important reading goal is reading at grade level or higher each year. Students who read at grade level or higher are proficient readers and proficient readers are far more likely to learn content across the instructional areas than students who are not proficient readers. 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 or higher 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**. **Formative reading goals** determine if students are developing reading skills in the essential elements of reading such as phonics and reading fluency, and they help determine if students are on track for grade-level reading.

## ASSESSMENT

Second, schools must administer **valid and reliable reading assessments** to determine if students are reading proficiently for their grade level and are meeting formative goals. Screening assessments determine if students are at risk for reading difficulties. For those at-risk, schools need to administer systematic progress-monitoring assessments to make sure students are developing the reading skills they need to read at grade level. In this respect, the Oregon K-12 Literacy Framework is entirely consistent with a Response to Intervention (RTI) model of service delivery. A strong assessment system also helps schools determine whether reading problems are unique challenges individual students face or whether they are symptomatic of larger challenges relating to the school’s ability to provide effective reading instruction at an overall system level.

## INSTRUCTION

Third, schools must provide **effective reading instruction throughout K-12**. In grades K-3, effective reading instruction ensures that students develop the foundational reading skills they need to read and learn successfully in school and beyond. In grades 4-12, effective reading instruction ensures that students maintain strong foundational reading skills and are able to apply those skills in reading increasingly complex material across the instructional areas. Schools must have four components in place to ensure effective reading is provided to all students.

- Schools allocate **sufficient time** for reading instruction and make sure that **time is protected**. In grades K-3, all students receive at least 90 minutes of daily reading instruction. Schools strive to

continue a 90-minute reading block in grades 4-5. In grades 6-8, it is recommended that 40-60 minutes per day be designated specifically to a reading class for all students (as data dictates) in addition to the literacy-connected instruction and practice students receive across the instructional areas daily. In grades 9-12, the recommendation is for two to four hours of literacy-connected learning across the instructional areas daily. Schools use both whole-class and small-group instruction to effectively provide students with reading instruction that meets their specific needs. In all grades, additional instructional time outside of the regular reading block is allocated for students who are not meeting important reading goals.

- **Data** is used to form fluid instructional groupings.
- Instruction is focused on **the essential elements of reading**. For students in grades K-3, the essential elements include phonological awareness, phonics, fluency, vocabulary, and comprehension. For students in grades 4-12, the essential elements include advanced word study, fluency, vocabulary, comprehension, and motivation.
- Schools use **research-based strategies, programs, and materials** that target the essential elements of reading.
- Schools **differentiate instruction** based on what supports students need to reach reading goals. How instruction is differentiated for students should be clear and documented through grade-level plans.
- Schools use a common set of strategies and instructional approaches to **deliver instruction effectively**. When effective teacher delivery converges with strong programs that focus on the essential elements, schools increase the probability that students will reach grade-level or higher reading goals.

## LEADERSHIP

Fourth, **effective building leadership** must prioritize student attainment of grade-level reading goals by vigorously supporting teachers to provide classroom instruction that meets student needs. Leadership needs to be **distributed** among different individuals and groups within the school and conceptualized as leadership functions, not linked to specific key individuals. Effective leadership ensures there is sufficient **time for planning instruction** and that this **time is used productively**. Effective leadership **regularly observes classroom reading instruction** to understand how instruction is being delivered and uses this information to support teachers so they provide effective instruction to all students. If possible, the opportunity for classroom teachers and school-based teams to work with a coach on reading instruction is highly effective.

Finally, school-based **leadership teams should oversee the day-to-day implementation of reading instruction and subject-specific reading instruction**. School-based leadership teams occur at two levels. One team includes membership that cuts across multiple grades and/or departments. A second team is specific to grade levels and/or departments (e.g., grade-level teams or department-level teams). Both teams focus on the attainment of reading goals and objectives.

## PROFESSIONAL DEVELOPMENT

Fifth, **high quality professional development** enables teachers to provide the instruction students need to be successful readers. Professional development also enables leaders and other personnel to provide the support teachers need to improve reading instruction.

Six principles of high-quality professional development:

- Guided by assessment data to attain school reading goals
- Focused on the implementation of research-based practices and programs
- Consistent time allocated for educators to plan, reflect on, and refine instruction
- Multifaceted, coordinated, and ongoing to support teachers and instructional staff on the assessment and instruction of reading priorities
- Differentiated by position and need
- Results in a thorough understanding of, and ability to implement effectively, reading priorities and practices.

## COMMITMENT

Sixth, making sure **all** students read at grade level or higher each year and that all students can demonstrate proficiency in the **Essential Skill of Reading**—a requirement for earning an **Oregon Diploma**—requires a high level of **commitment** and coordination from educators at every level. Elementary, middle, and high schools need to ensure they have the structures and systems in place to support **all** students in becoming proficient readers. This effort requires ongoing commitment.

Oregon's K-12 Literacy Framework describes the structure necessary to implement a comprehensive reading program. A comprehensive reading program includes instructional practices designed to help all students develop the skills they need to read at grade level or higher each year in school. The **School Reading Plan** summarizes the school's commitment to proficient, grade-level reading for all students, and describes how each of the six components of the framework will be implemented in the building. Making this commitment publicly through a School Reading Plan or through a dedicated section of the School Improvement Plan (SIP), part of the district's Continuous Improvement Planning (CIP), increases the likelihood that the commitment will be met, maintained, and carried forward.

The data a school collects during the year to make ongoing adjustments to the reading program are described in a **School Action Plan**. A clear demonstration of commitment is for the school to provide **regular reports** throughout the year to teachers and to stakeholders, including parents, the school board, the district office, and community members, on progress in reading achievement and reading instruction.