

Elements of the Oregon K-12 Literacy Framework	Strategies and Actions Needed to Support Implementation of the School-Level Framework	School Self Assessment			Evidence and Notes
		Already in Place 2	Partially in Place 1	Not in Place 0	
Instruction	(A) Instructional Time: A sufficient amount of time is allocated for instruction, and the time allocated is used effectively.				
	1. The School Reading Plan allocates a sufficient amount of time for instruction and follows minimal recommended times for daily reading instruction as presented in the School-Level Oregon K-12 Literacy Framework. (see <i>Instruction</i> , p.4) (x2)				
	2. Literacy instruction at all levels is prioritized and protected from interruption.				
	3. In elementary, the school uses time allocated for reading instruction to provide both whole class and small group instruction to all students on a daily basis. In middle and high school, the size of reading groups is determined by student need and the number of students appropriate for the type of instruction being delivered.				
	4. Students who are English learners receive more than the minimal recommended time for reading instruction; this instruction is integrated with instructional time allocated for English language development.				
	Somewhat Below Grade and Significantly Below Grade Level Students				
	5. For students not yet reading at grade level, the number of minutes of daily or weekly reading instruction are increased above minimum amounts. The amount of extra time is based on how far students are below grade level, e.g., somewhat below grade level or significantly below grade level.				