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Information/Action

Educator Preparation Committee

Discussion of Potential Addition of New Teaching Performance Expectations for the Development of Literacy and Assessment Considerations

Executive Summary: This agenda item presents for discussion new draft Teaching Performance Expectations (TPEs) that explicitly address the knowledge, skills, and abilities necessary for the development of literacy, including the teaching of reading, and also presents for discussion options concerning literacy TPEs and assessment.

Recommended Action: Staff asks that the Commission review the draft TPEs related to the development of literacy as well as the options concerning literacy TPEs and assessment, and provide direction to staff.

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Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Discussion of Potential Addition of New Teaching Performance Expectations for the Development of Literacy and Assessment Considerations

Introduction

This agenda item continues the discussion of reading, literacy, and assessment begun by the Commission initially in 2016. The item presents for Commission review and discussion draft Teaching Performance Expectations (TPEs) that explicitly address current knowledge, skills, and abilities necessary for the development of literacy, including the teaching of reading, and also presents discussion questions for the Commission regarding the manner in which preparation to teach reading and literacy could be assessed in the future. This item is intended to:

- A. Support Commission discussion regarding what all prospective Multiple Subject, Single Subject, and Education Specialist teachers need to know and be able to do in relation to teaching reading and developing literacy for all students; and
- B. Support Commission discussion of potential options for how candidate knowledge, skills, and abilities with respect to teaching reading and developing literacy in the context of their intended credential could potentially be assessed in the future.

Part A: Potential Addition of New TPEs for the Development of Literacy

Background

Over the past few years, the Commission has discussed a number of agenda items focusing on the teaching of reading and literacy development, and the scope and function of the Reading Instructional Competence Assessment (RICA). These agenda items include:

- [Update on the Work Related to the Teaching of Literacy](#) (April 2019)
- [Reading Instruction Competence Assessment \(RICA\):Background and Discussion of Issues](#) (February 2018)
- [Literacy: What Teachers Need to Know and to be Able to Do](#) (October 2016)

These discussions have occurred within a context of multiple significant changes that have been enacted relative to the Commission's standards for teacher preparation, the TPEs and Teaching Performance Assessments (TPA), and the accreditation system itself. External to the Commission's efforts, concurrent significant changes that impact the Commission's standards have occurred. These include the reconceptualization and reframing of the most recent English Language Arts/English Language Development (ELA/ELD) standards and frameworks adopted by the State Board of Education to reflect a more complex and integrated approach to addressing five broad, overarching literacy themes that together provide a comprehensive road map for helping students develop literacy across the curriculum. This current version of the ELA/ELD standards is also intended to promote the responsibility of all teachers, not just Multiple Subject and/or Single Subject English teachers, for fostering the development of literacy as

applicable to each teacher's specific credential area. These factors significantly influenced the development of the draft Literacy TPEs presented in this agenda item and are discussed further below.

General Context for the Development of the Proposed TPEs for Literacy

Previous versions of the Commission's adopted program standards included and intermingled what programs were expected to provide candidates regarding the teaching of reading and the development of literacy, as well as a summary of the knowledge and skills a candidate would need to have when being recommended for a preliminary Multiple or Single Subject teaching credential. Program Standards 7A and 7B ([Appendix A](#)) provided detailed requirements related to teaching reading, developing literacy, and addressing the skills identified in the then-current version of the state's English Language Arts Framework. Multiple Subject candidates were required to have the knowledge and skills in Program Standard 7A and Single Subject candidates were required to have the knowledge and skills identified in Program Standard 7B. The program standard language within Standard 7A reflected to a large extent the set of foundational reading-focused knowledge, skills, and abilities that had been identified for the Reading Instructional Competence Assessment (RICA) examination required of all Multiple Subject and Education Specialist teacher candidates (Education Code 44283.)

When the teacher preparation standards were updated by the Commission in 2016, there was an intentional effort on the part of the Commission to streamline and strengthen the program standards, to focus the standards on what the program is expected to provide candidates, and to focus the TPEs on the knowledge, skills, and abilities that candidates are expected to have attained by the end of their program. Also with the adoption of the current standards, Program Standards 7A and 7B were removed, with the understanding that this content would nonetheless still be addressed by Multiple Subject and Education Specialist preliminary teacher preparation programs since these teacher candidates were required to take and pass the RICA, which itself is based upon a set of defined content expectations. Given that the language of the RICA content specifications was already highly detailed, it was felt that the program standards did not also need to duplicate this same level of prescriptive detail although the expectation remained that programs were preparing candidates for the knowledge and skills that would be needed to teach foundational level reading skills and pass the RICA examination.

Under the structure of the current preparation program standards, the [Preliminary Multiple and Single Subject Program Standards](#) (2015) define what the program must provide to all candidates and the [Teaching Performance Expectations \(TPEs\)](#) (2016) define what each candidate must know and be able to do prior to earning the credential. Preliminary Teacher Preparation Program Standard 2 currently requires that all Commission-approved programs teach each candidate the knowledge specified in the TPEs, provide opportunities for each candidate to practice the skills and abilities in the TPEs, receive feedback, and assess each candidate on the TPEs.

It is important to note the two-part organization of the Commission's current TPEs, as follows:

- **Part 1** of the current TPEs is organized into six domains that focus on the pedagogy of teaching; and
- **Part 2** of the TPEs addresses subject-specific pedagogy within each credential content area.

The English Language Arts section in **Part 2** of the currently-adopted subject-specific pedagogy [TPEs](#) address teaching English language arts for Multiple Subject candidates (page 16-17) and Single Subject English candidates (page 22-23).

Development of the Draft Literacy TPEs

The most recent California Common Core Standards for English Language Arts/English Language Development (2012) and the English Language Arts/English Language Development Framework (2014) address literacy across five broad themes:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

These five crosscutting themes signify the interrelated nature of the strands of both sets of K-12 standards and present them in an integrated context. Further, these standards also address literacy as applied to teachers of each of the content areas of the curriculum and not just to multiple subject and single subject teachers of English Language Arts/English Language Development. This is a critical factor to keep in mind when considering the intent and focus of the draft TPEs relating to expectations for the teaching of reading and developing literacy for all beginning Multiple Subject, Single Subject, and Education Specialist teachers.

In early 2019, the staff worked with a Reading and Literacy expert group ([Appendix C](#)) which met initially in February 2019 to consider the implications of the 2014 ELA/ELD student content standards for teacher preparation. The expert group focused specifically on the development of TPEs as part of an overall effort to update and align these systems. The group's efforts resulted in draft Literacy TPEs intended to align with the current state student standards in this area and to augment the Commission's current TPEs. Subsequent to this initial meeting, staff then worked with the panel's draft TPE language and further consulted the [English Language Arts/English Language Development Framework](#) (2014) to ensure that important concepts in the framework were represented in the draft TPEs. The Reading and Literacy Subject matter expert group was reconvened in August 2019 to review this updated draft and make final suggestions for consideration by the Commission during its September 2019 meeting. All of this work resulted in the set of draft Literacy TPEs as presented in this agenda item.

There are three sections to the draft TPEs. These sections individually address the following types of preliminary credential candidates:

- [All teachers](#) – this TPE language is new and addresses all general education (and probably all special education) teacher candidates.
- [Multiple Subject teachers and Education Specialist teachers](#) – this TPE language would replace the current Part 2 subject-specific pedagogy TPE language for Multiple Subject and Education Specialist teacher candidates and focuses specifically on teaching English language arts.
- [Single Subject English teachers](#) – this TPE language would replace the current Part 2 subject-specific pedagogy TPE language for Single Subject English teacher candidates.

The draft TPEs are currently out for stakeholder feedback through October 4, 2019. All three sets of draft TPEs are included in this agenda item for the Commission’s initial review and discussion.

The draft TPEs are not intended to replace the RICA content specifications. The draft TPE language includes the theme of the foundational skills of teaching reading as provided in Appendices D-F of this agenda item but are written at a larger grain size than the current RICA Content Specifications ([Appendix B](#)). This is due largely to the fact that the RICA Content Specifications serve as examination specifications to identify for candidates and for programs the content eligible to be assessed on the examination and provide sufficient guidance to candidates for study purposes. Further, it should also be noted that the RICA Content Specifications are organized by topical areas specified for assessment, and thus their organizational structure does not necessarily reflect the domains of the proposed TPEs.

Discussion Questions

The following questions are intended to guide Commission review and discussion of the draft Literacy TPEs:

1. Does the draft TPE language adequately address the knowledge, skills, and abilities that teachers need in order to teach reading and literacy?
 - a. For all teachers
 - b. For Multiple Subject and Education Specialist teachers
 - c. For Single Subject English teachers
2. Are there any areas of knowledge, skill, or ability missing from the draft TPE language?
 - a. For all teachers
 - b. For Multiple Subject and Education Specialist teachers
 - c. For Single Subject English teachers
3. Do the draft TPEs taken as a whole reflect sufficiently well the range of each of the five themes of the English Language Arts/English Language Development standards and framework?
 - a. For all teachers
 - b. For Multiple Subject and Education Specialist teachers
 - c. For Single Subject English teachers

4. Do the draft TPEs taken as a whole address sufficiently well the integrated nature of the five themes of the English Language Arts/English Language Development standards and framework?
 - a. For all teachers
 - b. For Multiple Subject and Education Specialist teachers
 - c. For Single Subject English teachers

Staff Request for Commission Input and Direction

Staff requests that the Commission discuss the draft TPEs as presented in this item, and provide direction to guide next steps with respect to the proposed literacy TPEs.

Next Steps

Staff will move this work forward depending on Commission input and direction and plans to bring the draft TPE language back to the Commission, after reviewing the stakeholder feedback, for review and possible adoption.

Staff also notes that when the Commission adopts TPEs, preparation programs are expected to demonstrate, for accreditation purposes, how and where in their program the TPE is taught, practiced and assessed. Assessment at this level is developed by the program as part of an overall curriculum for teacher preparation. Accreditation teams look for evidence that assessment is occurring, and determine whether in their professional judgment it is adequate and appropriate in the context of coursework and in response to the TPEs. Should the Commission adopt the proposed literacy TPEs, the accreditation process will begin focusing on the new TPE language.

Part B: Assessment Considerations

At the August 2019 Reading and Literacy expert meeting, once the group had completed its review of the draft TPE language, they discussed the issue of assessment. While there appears to be broad consensus among the expert panel and other stakeholders that the current RICA should not continue in its current form, there is less consensus at this time as to what should be examined on this assessment and how it can be most appropriately assessed in light of current statute and the proposed TPEs.

Validity, reliability, cost (to candidates, programs and the state), consistency across programs, public accountability, and ensuring sufficient statewide data were issues that were raised by the expert group in their discussion of viable approaches to updating the RICA requirement. Some participants expressed support for allowing preparation programs to assess candidates with respect to these TPEs through their own locally developed assessments as they do with other TPEs, while others expressed concern that the credential system must ensure that every candidate has demonstrated their knowledge and skills related to *Foundational Reading Skills*. Many of the participants supported the idea of replacing RICA with a performance assessment of some kind.

Development and Focus of the Commission’s Current Assessment of the Teaching of Reading

The current RICA statute ([Education Code §44283](#)) dates from 1996. At that time, there was a statewide concern that teachers were not being prepared to effectively teach reading to all students. In implementing this statute, the Commission was guided by the then-current understanding of legislative intent to focus the assessment primarily on the single component of the foundational skills of reading instruction. This focus on the foundational skills component of teaching reading was consistent with the provision that Multiple Subject and Education Specialist teachers were required to take this assessment but Single Subject teachers were not.

Based on this interpretation, the Commission developed an assessment of a candidate’s knowledge and skills focused on teaching reading. The statute indicated that the assessment needed to be “consistent with the state’s reading curriculum framework adopted after July 1, 1996 and the Reading Program Advisory published by the State Department of Education in 1996.”¹ Staff notes that this section of statute suggests the need for the Commission to update the examination as needed in order to remain consistent with the most current state content standards and framework adopted after 1996.

When developed the RICA content specifications were organized into five domains, each addressing some aspect of the foundational skills of teaching reading. There is both a written version of the RICA and a performance version. The written assessment includes multiple choice and constructed response questions as well as a required case study analysis. The performance version requires submission of three video clips of the candidate teaching reading with a single student, a small group, and whole class instruction as well as reflection and analysis. The five domains and specific competencies that frame the current RICA are listed below, and the full set of content specifications appears in [Appendix B](#):

RICA Content Specifications

DOMAIN 1—Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment

Competency 1: Understand how to plan, organize, and manage standards-based reading instruction.

Competency 2: Understand the purposes of reading assessment and best practices related to standards-based entry-level assessment, monitoring of student progress, and summative assessment.

DOMAIN 2—Word Analysis

Competency 3: Understand the role of phonological and phonemic awareness in reading development and how to develop students' phonological and phonemic awareness skills.

¹ the 1996 Reading Program Advisory which focused on the foundational skills of reading, is no longer publicly available for access or reference.

Competency 4: Understand the role of concepts about print, letter recognition, and the alphabetic principle in reading development and how to develop students' knowledge and skills in these areas.

Competency 5: Understand important terminology and concepts involved in phonics instruction and recognize the role of phonics and sight words in reading development.

Competency 6: Understand how to develop students' phonics knowledge and skills and recognition of sight words to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.

Competency 7: Understand the role of syllabic and structural analysis and orthographic knowledge in reading development and how to develop students' knowledge and skills in these areas to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.

DOMAIN 3—Fluency

Competency 8: Understand the role of fluency in reading development and factors that affect students' development of fluency.

Competency 9: Understand how to promote students' fluency development.

DOMAIN 4—Vocabulary, Academic Language, and Background Knowledge

Competency 10: Understand the role of vocabulary, academic language, and background knowledge in reading development and factors that affect students' development of vocabulary, academic language, and background knowledge.

Competency 11: Understand how to promote students' development of vocabulary, academic language, and background knowledge.

DOMAIN 5—Comprehension

Competency 12: Understand literal, inferential, and evaluative comprehension and factors affecting reading comprehension.

Competency 13: Understand how to facilitate reading comprehension by providing instruction that prepares students for the reading task, scaffolds them as needed through the reading process, and prepares them to respond to what they have read.

Competency 14: Understand how to promote students' comprehension and analysis of narrative/literary texts and their development of literary response skills.

Competency 15: Understand how to promote students' comprehension of expository/informational texts and their development of study skills and research skills.

It should also be noted that some of the RICA Competencies, especially in Domain 1, have been incorporated into the most recently (2016) adopted TPEs; specifically *TPE 4: Planning Instruction and Designing Learning Experiences for All Students* and *TPE 5: Assessing Student*

Learning and TPE 3: Understanding and Organizing Subject Matter for Student Learning, which includes the concept and use of academic language.

A Closer Look at the “RICA Statute” ([Education Code §44283](#))

In considering future assessment approaches for reading and developing literacy, as expressed in the draft TPEs, it might be helpful to take an updated look at the RICA statute. Such a review could, consistent with advances made in preparation standards and TPEs, help frame a way forward for considering potential assessment approaches that, while remaining consistent with statute, could offer an expanded set of assessment options and formats. It is clear, however, that current statute requires an examination in the area of candidate competency in reading instruction although what that examination looks like could be modified, as explained below.

To provide context for this discussion, the RICA statute is reprinted below for reference:

“(a) The Legislature hereby recognizes that teacher competence in reading instruction is essential to the progress and achievement of pupils learning to read in elementary and secondary schools. It is the intent of the Legislature that the commission develop a reading instruction competence assessment to measure the knowledge, skill, and ability of first-time credential applicants who are not credentialed in any state who will be responsible for reading instruction.

(b) The commission shall develop, adopt, and administer a reading instruction competence assessment consisting of one or more instruments to measure an individual’s knowledge, skill, and ability relative to effective reading instruction. The reading instruction competence assessment shall measure the knowledge, skill, and ability of first-time credential applicants who are not credentialed in any state that the commission determines to be essential to reading instruction and shall be consistent with the state’s reading curriculum framework adopted after July 1, 1996, and the Reading Program Advisory published by the State Department of Education in 1996. The commission shall perform the following duties with respect to the reading instruction competence assessment:

- (1) Develop, adopt, and administer the assessment.
- (2) Initially and periodically analyze the validity and reliability of the content of the assessment.
- (3) Establish and implement appropriate passing scores on the assessment.
- (4) Analyze possible sources of bias on the assessment.
- (5) Collect and analyze background information provided by first-time credential applicants who are not credentialed in any state who participate in the assessment.

- (6) Report and interpret individual and aggregated assessment results.
- (7) Convene a task force to advise the commission on the design, content, and administration of the assessment. Not less than one-third of the members of the task force shall be classroom teachers with recent experience in teaching reading in the early elementary grades.
- (8) Prior to requiring successful passage of the assessment for the preliminary multiple subject teaching credential, certify that all of the teacher education programs approved by the commission pursuant to Section 44227 offer instruction in the knowledge, skills, and abilities required by the assessment.
- (c) Commencing on the earliest feasible date, as determined by the commission, the requirements for issuance of the preliminary multiple subject teaching credential, as set forth in subdivision (b) of Section 44259, shall include successful passage of one of the following components of the reading instruction competence assessment:
- (1) A comprehensive examination of the knowledge and skill pertaining to effective reading instruction of the credential applicant.
- (2) An authentic assessment of teaching skills and classroom abilities of the credential applicant pertaining to the provision of effective reading instruction.
- (d) The reading instruction competence assessment is subject to the provisions of Sections 44235.1 and 44298.”

Analysis of Current Statute: Staff provides below the following analysis of five selected provisions of the current RICA statute that may be helpful for the Commission’s consideration of potential assessment options for the future:

- **Adopt one or more assessments** - The statute requires the Commission to develop, adopt, and administer *one or more assessments* (emphasis added). This provision potentially allows the Commission to move beyond a single assessment approach relative to the teaching of reading.
- **Measure the knowledge, skills, and abilities of first time credential applicants** - The statute requires that the assessment shall measure the knowledge, skill, and ability of first-time credential applicants who are not credentialed in any state *that the Commission determines to be essential to reading instruction* (emphasis added). It also requires that it shall be consistent with the state’s reading curriculum framework adopted after July 1, 1996, and the Reading Program Advisory published by the State Department of Education in 1996. This provision indicates that it is within the Commission’s purview to identify the knowledge, skill, and abilities that are essential and that should be assessed relative to reading instruction. This section of statute also allows the Commission to develop an assessment consistent with the

most current student standards and framework. The Reading Program Advisory referenced in statute focused on foundational, early reading, and though it is no longer in print, it can be inferred that the Legislature intended for the Commission to assess candidate's knowledge, skills and abilities in this domain.

- **Analyze Content of the Assessment** - Statute requires that the Commission *initially and periodically analyze the validity and reliability of the content of the assessment*. This provision supports a review and update of content of the assessment.
- **Authentic Assessment** - Statute permits an *authentic assessment of teaching skills and classroom abilities* of the credential applicant pertaining to the provision of effective reading instruction. This provision allows the Commission to use a performance assessment approach to assessing candidate competence in reading instruction.

Assessment Options

The Commission could discuss several steps to begin to address the issue of what type(s) and format(s) for assessing reading competency would be most appropriate, consistent with current statute for today's candidates:

1. **Determine what to assess.** If some form of assessment developed and administered by the state in the area of reading continues to be a statutory requirement, the Commission will need to determine the scope and content of the assessment(s). The key policy issue here is whether foundational reading skills should continue to be the primary focus of the Commission-developed and implemented assessment. As noted above, the Commission could without a statute change choose to determine that the focus of any assessment(s) of reading competence should include all five themes of the current 2014 ELA/ELD standards and framework rather than focus only on the foundational skills of teaching reading. The Commission could also undertake a validity study to determine which reading knowledge, skills and abilities are most important to assess for all teachers.
2. **Determine who should be assessed.** Current practice places responsibility for preparing candidates in all TPEs at the program level, and focuses the RICA assessment on a state-managed assessment of the specifics of foundational reading for Multiple Subject and Education Specialist teachers only. The key policy issue here is whether the Commission-developed and implemented assessment(s) should be expanded to include Single Subject teachers, consistent with the draft TPEs that focus on teaching reading and developing literacy for all teachers.
3. **Ensure alignment and coherence.** Once the scope and content of the range of options for future assessment(s) are determined, the content specifications for these options will need to be revised and updated if and as needed to specify the knowledge, skills and abilities that would be assessed. Consistent with statute, the validity and reliability

of the content of these assessments would need to assure system coherence across the ELA/ELD standards and framework, the current TPEs, and any future literacy TPEs adopted by the Commission.

4. **Determine how to assess this material.** The expert workgroup and stakeholders have been discussing a number of options for assessing reading and literacy, as described below. Some options could be implemented under current statute, while others would require statutory change. include:
 - i. Update the current RICA and determine whether to maintain the focus on particular aspects of reading and literacy or include a broader more comprehensive approach to the teaching of reading and literacy in the assessment. Consider eliminating the RICA Written Assessment approach and focus on updating only the RICA Performance Assessment approach.
 - ii. Consider establishing a coursework route that would waive the RICA assessment if the coursework was reviewed by content experts and found to be equivalent to the content covered on the RICA. Establish specific expectations and procedures for the evaluation of coursework that could waive the RICA.
 - iii. Develop and validate a statewide performance assessment that can be embedded in reading coursework and scored by trained assessors who are calibrated through a state-supported training system.
 - iv. Augment the Teaching Performance Assessment by either adding a new reading-focused instructional cycle or by amending the current cycles with a specific reading task and additional rubrics.
 - v. Develop and adopt Assessment Design Standards to guide the development of locally embedded assessments designed by teacher preparation programs and approved by the Commission. Monitor and report on ongoing implementation through the accreditation system.

Discussion Questions

Provided below is a summary of the policy questions raised in Part 2 of this agenda item to help frame the Commission's discussion.

- a) **Who should be assessed?** If all teachers (Multiple Subject, Single Subject, and Education Specialist) are responsible for developing literacy in their students, should all candidates be assessed regarding their ability to develop their students' literacy, regardless of the content area of their credential?
- b) **What should be assessed?** Should a state level assessment, regardless of assessment format and approach, continue to focus primarily on the single theme of the fundamental skills reading, or should the focus of any assessment approach be expanded to include all five literacy themes?
- c) **How should competency to teach reading be assessed?** Several potential assessment options have been provided above that could be further developed for the Commission's consideration. Is having candidate outcomes data that would be

comparable statewide and across programs an important consideration in developing any potential assessment approach?

Staff Request for Commission Input and Direction

Staff requests that the Commission discuss the policy issues raised with respect to teaching reading and developing literacy and assessment in Part II of this agenda item, and provide direction to staff as to how the Commission would like to proceed with respect to these issues.

Next Steps

Staff will move this work forward in accordance with Commission direction, and will continue to report on this work at future Commission meetings.

Appendix A

Program Standards 7A and 7B (2009)

These standards are no longer in effect as of fall 2017

Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds, as referenced in the Reading Instruction Competency Assessment (RICA) Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.

The preparation program provides each candidate for a multiple subject teaching credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007).

The Multiple Subject credential program prepares candidates to do the following (*this text has been reformatted and removed from how it has previously been presented, the complex table format*):

Instructional Planning/ Objectives/Design (Reading, Writing, Listening and Speaking)

- Strategically select and sequence of curricula to be taught as outlined in the Reading/Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.
- Understand features of instructional design including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.

Instructional Delivery

Reading: Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:

- word analysis
- fluency

- vocabulary, academic language, and background knowledge
- reading comprehension
- literary response and analysis

Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:

- orientation (e.g., engagement, teacher demonstration)
- presentation (e.g., explicit instruction, modeling, pacing)
- structured practice (e.g., reinforcement, questioning, feedback)
- guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- independent practice and application
- independent practice (e.g. opportunities for students to show level of mastery)

Writing: Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:

- The systematic progression of instruction and application of foundational writing strategies, applications, and conventions
- Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation, and revision
- Writing applications according to genres (grade-level appropriate) and their characteristics
- Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization, and spelling)

Speaking and Listening: Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:

- The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing
- Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate)

Assessment

Reading and Writing: Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to use multiple monitoring measures within the three basic types of assessments (as listed below) to determine students' progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards:

- entry level assessment for instructional planning
- monitoring student progress
- post test or summative assessment

Listening and Speaking: Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students' progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.

Universal Access/Differentiated Instruction (Reading, Writing, Listening and Speaking)

Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners, including recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)

For example:

- using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students
- using flexible grouping, individualized instruction, and whole-class instruction as needed
- using selections listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve

Intern Program Delivery Model:

The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Multiple Subject Reading, Writing, and Related Language Instruction.

Standard 7-B: Single Subject Reading, Writing and Related Language Instruction

The single subject teaching credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners. The single subject credential program prepares candidates to do the following:

- demonstrate knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:
 - Orientation (e.g., engagement, teacher demonstration)
 - Presentation (e.g., explicit instruction, modeling, pacing)
 - Structured practice (e.g., reinforcement, questioning, feedback)
 - Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- use content-based literacy strategies (i.e., reading, writing, speaking, and listening) to facilitate learning of subject matter for the full range of learners in the classroom

- identify California Content Standards for their subject that require literacy strategies and approaches (e. g., using historical research to interpret events in history-social science, using professional journal articles for science research)
- be aware of and understand research-based instructional approaches that build fluency, comprehension and background knowledge; develop academic language, develop study and research skills, and teach writing in the discipline
- use assessments (diagnostic, formative, and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction
- provide systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the classroom (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)

Research-based content literacy includes:

- *Vocabulary development* of words and terminology with general academic utility, as well as specialized vocabulary specific to the subject. Candidates will be prepared to teach the full range of students to do the following:
 - use derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments (when applicable)
 - learn new and important content vocabulary and review cumulatively and periodically during the school year
 - read independently (at skill level) in the content areas in order to promote vocabulary development
 - use of context clues, apposition, and word structure/analysis
- *Academic language* appropriate to the subject that allows students to read, discuss, interpret, and understand content area documents applicable to the content area. Candidates will be prepared to teach the full range of students to do the following:
 - read and write using a wide variety of texts (e.g., evaluating, synthesizing, and analyzing articles and books for research)
 - use professional language from a variety of sources
 - initiate and participate in discussions that extend their academic language
 - engage in independent reading from a variety of sources
- *Reading comprehension* strategies and skills that allow students to access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. Candidates will be prepared to teach the full range of students to:
 - experience a variety of informational texts reference works, including but not limited to magazines; newspapers; online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve*
 - develop critical-thinking skills appropriate in all academic areas (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration)

- develop comprehension skills through writing (e.g., writing reports on historical investigations), speaking (e.g., delivering multimedia presentations), and listening (e.g., identifying logical fallacies in oral arguments)
- *Writing* that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats. Candidates will be prepared to teach students to:
 - develop strategies for organizing and giving focus to their writing with increased emphasis given to supporting documentation (e.g., support for all statements and claims through the use of anecdotes, descriptions, facts, statistics, and specific examples) and the extension of strategies (e.g., note taking, outlining, and summarizing)
 - apply the general strategies of organization, focus, revision, and research methodology described in the writing standards
 - establish a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing
 - craft writing at the depth and complexity necessary for their subject matter and grade-level
 - to present research via multiple pathways in their writing, orally, and through technology, in accordance with their state-standard writing requirement.

Intern Program Delivery Model:

The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Single Subject Reading, Writing and Related Language Instruction.

Appendix B

RICA Content Specifications



Reading Instruction Competence Assessment® (RICA®)

Content Specifications

(Effective as of the August 8, 2009, test administration)

DESCRIPTION OF THE RICA CONTENT SPECIFICATIONS

The goal of reading instruction is to develop competent, thoughtful readers who are able to use, interpret, and appreciate all types of text. Beginning teachers need to be able to deliver effective reading instruction that is based on the results of ongoing assessment; reflects knowledge of state reading standards for different grade levels; represents a balanced, comprehensive reading curriculum; and is sensitive to the needs of all students.

The purpose of the RICA is to ensure that California-trained candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (special education) possess the knowledge and skills important for the provision of effective reading instruction to students.

Both the RICA Written Examination and the RICA Video Performance Assessment are based on the same set of teacher knowledge and skills important for the provision of effective reading instruction to students. These competencies, described in the RICA Content Specifications, are organized into the following five domains:

Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment

Domain 2: Word Analysis

Domain 3: Fluency

Domain 4: Vocabulary, Academic Language, and Background Knowledge

Domain 5: Comprehension

The RICA Content Specifications were developed by the CTC's RICA Design Team, consisting of California teachers, administrators, reading specialists, and teacher educators with experience and expertise in the areas of reading and reading instruction. Draft RICA Content Specifications were the subject of a field review in which approximately 1,900 California teachers and teacher educators judged the importance of the proposed competencies. The RICA Design Team used the results of the field review to finalize the RICA Content Specifications, which were subsequently adopted by the CTC.

Reading Instruction Competence Assessment® (RICA®)

CONTENT SPECIFICATIONS

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Important Notes About the RICA Content Specifications

- Each domain includes two or more competencies. The order of the competencies and the order of the descriptive statements within each competency do not indicate relative importance or value.
- Many of the competencies include examples ("e.g."). The examples are *not* comprehensive. They are provided to help clarify the knowledge and abilities described in the competency.
- The competencies pertain to the teaching of reading in English, even though many of the competencies may also be relevant to the teaching of reading in other languages.
- In all the Universal Access descriptive statements related to *advanced learners*, this term refers to students who are advanced with respect to relevant state standards addressed by the competency. The term *advanced learners* is not meant to imply that the learners are necessarily advanced in all areas of reading.

DOMAIN 1—PLANNING, ORGANIZING, AND MANAGING READING INSTRUCTION BASED ON ONGOING ASSESSMENT

COMPETENCY 1: Understand how to plan, organize, and manage standards-based reading instruction.

Including:

- (1) Demonstrate knowledge of fundamental principles involved in planning, organizing, and managing reading instruction in a research-based, standards-based reading program. For example:
 - a. basing instruction on the standards/curriculum outlined in the English Language Arts (ELA) Content Standards through the primary use of California State Board of Education (SBE)–adopted materials for both instruction and intervention
 - b. ensuring that instruction provides a balanced, comprehensive reading program as described in the California Reading/Language Arts (RLA) Framework (2007)
 - c. making instructional decisions based on ongoing assessment results
 - d. ensuring that instruction is systematic and explicit and promotes prevention of reading difficulties before they occur
 - e. recognizing that systematic reading instruction is based on the assumption that students master particular skills and knowledge at designated points in time and that earlier skills are foundational and requisite for later, more complex higher-order skills and knowledge
 - f. ensuring that daily instruction is differentiated to address the full range of learners in the classroom and conveys high expectations to all learners

- g. ensuring that planning includes both short- and long-term goals that lead to daily, evidence-based learning objectives
- (2) Demonstrate knowledge of key factors to consider in planning differentiated reading instruction. For example:
 - a. students' assessed knowledge and skills in the specific area(s) of reading
 - b. prerequisite knowledge and skills (i.e., the knowledge and skills required for students to be able to benefit from instruction)
 - c. pacing of instruction
 - d. complexity of the content/skills to be presented
 - e. scaffolds to ensure that all students have access to higher-level knowledge and skills
 - (3) Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of all students. For example:
 - a. using flexible grouping, individualized instruction, and whole-class instruction as needed
 - b. using all components of core California SBE–adopted materials to make grade-level content accessible to all students
 - c. recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)
 - (4) Demonstrate knowledge of components of effective instructional delivery in reading as described in the California RLA Framework (2007). For example:
 - a. orientation (e.g., engagement, teacher demonstration)
 - b. presentation (e.g., explicit instruction, modeling, pacing)
 - c. structured and guided practice (e.g., reinforcement, questioning, feedback, corrections, peer-mediated instruction)
 - d. independent practice and application
 - (5) Demonstrate knowledge of strategies for engaging students in reading instruction and motivating them to progress in their reading development. For example:
 - a. providing instruction that enables students to develop the skills necessary for successful reading
 - b. creating a stimulating learning environment
 - c. providing appropriate reading materials (e.g., readable and interesting)
 - d. reading aloud to students
 - e. encouraging parents/guardians to read to their children and to model the value of reading at home for pleasure and information
 - (6) Demonstrate knowledge of a variety of strategies for promoting purposeful independent reading of a wide variety of narrative/literary and expository/informational texts (e.g., teaching students how to select books at appropriate reading levels, using students' personal interests to help motivate and increase independent reading, providing structured independent-reading opportunities in class, supporting at-home reading) and methods for monitoring students' independent reading (e.g., student-maintained reading logs, book reports, formal and informal oral presentations, class discussions, booktalks).
 - (7) Demonstrate knowledge of factors involved in creating a literacy-rich environment and strategies for promoting students' lifelong appreciation for reading for pleasure and for information (e.g., encouraging book clubs, literature circles, author studies, and other reading discussion groups; helping students use reading to set and pursue their own

- research goals).
- (8) Demonstrate knowledge of support systems that can be used to promote the skillful teaching of reading (e.g., reading coach, grade-level team meetings and professional development that are focused on instruction and California SBE–adopted materials).

COMPETENCY 2: Understand the purposes of reading assessment and best practices related to standards-based entry-level assessment, monitoring of student progress, and summative assessment.

Including:

- (1) Demonstrate knowledge of the three primary purposes of reading assessment:
 - a. entry-level assessment (e.g., using standards/curriculum-based assessments to determine the extent to which students possess crucial prerequisite skills and knowledge expected at their grade level and to determine students' current skills and knowledge in a specific area of reading prior to planning instruction and/or intervention in that area)
 - b. monitoring of student progress—for example:
 - conducting curriculum-based assessment on an ongoing basis to determine whether students are progressing adequately toward achieving standards
 - analyzing whether instruction has been effective or requires adjustment to meet the needs of students
 - as needed, using formal and informal diagnostic assessments in word analysis, fluency, vocabulary, academic language, background knowledge, and comprehension to determine students' specific instructional needs
 - c. summative assessment (e.g., using standards-based assessments to determine whether students have achieved the goals defined by the standards or a group of standards)
- (2) Recognize that students with an Individualized Education Program (IEP) may require alternative assessments.
- (3) Demonstrate knowledge of quality indicators (e.g., reliability, validity) that apply to standardized assessments.
- (4) Demonstrate ability to interpret results of assessments and to use evidence from assessments to determine whether a student is performing below, at, or above expected levels of performance with respect to grade-level content standards and benchmarks, and demonstrate knowledge of strategies for collecting, organizing, and documenting these results to support effective instructional planning.
- (5) Demonstrate knowledge of assessments used to determine students' independent, instructional, and frustration reading levels; how to interpret results of these assessments; and how to use this information to plan interventions for individuals and small groups.
- (6) Demonstrate knowledge of strategies for communicating assessment results and reading progress to students, parents/guardians, and relevant school and district personnel.

DOMAIN 2—WORD ANALYSIS

COMPETENCY 3: Understand the role of phonological and phonemic awareness in reading development and how to develop students' phonological and phonemic awareness skills.

Including:

- (1) Demonstrate knowledge of the role of phonological and phonemic awareness in reading development.
- (2) Recognize the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in a spoken word).
- (3) Demonstrate knowledge of the continuum of research-based, systematic, explicit instruction in phonological awareness (e.g., detecting and identifying word boundaries, syllables, rhyming words, and onset/rime), including phonemic awareness (e.g., recognizing that words are made up of separate phonemes; distinguishing initial, medial, and final phonemes; blending, segmenting, deleting, and substituting phonemes).
- (4) Recognize the relationship between phonemic awareness and the development of phonics knowledge and skills (e.g., letter-sound correspondence, blending), and demonstrate knowledge of strategies for helping students make explicit connections between their phonemic awareness and letters (e.g., teaching phonemic awareness both preceding instruction in letter knowledge and in concert with instruction in the alphabetic principle and letter-sound correspondence).
- (5) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of phonological awareness, including phonemic awareness (i.e., Universal Access as described in Chapter 7 and relevant ELA Content Standards in the California RLA Framework [2007]). For example:
 - a. providing differentiated instruction in phonological awareness, including phonemic awareness, to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key skills, especially blending and segmenting; reteaching skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice)
 - b. providing differentiated instruction in phonological awareness, including phonemic awareness, to support students with special needs (e.g., using a variety of concrete examples to explain a concept or task, including using visual, auditory, kinesthetic, and tactile techniques; reteaching skills that are lacking; providing additional practice)
 - c. providing differentiated instruction in phonological awareness, including phonemic awareness, to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of relevant knowledge and skills from the primary language, explicitly teaching nontransferable phonemes and phoneme sequences)
 - d. providing differentiated instruction in phonological awareness, including phonemic awareness, to address the needs of advanced learners (e.g., increasing the pace of instruction, building on and extending current skills)
- (6) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment,

monitoring of progress, and summative assessment) with respect to phonological awareness, including phonemic awareness. For example:

- a. demonstrating ability to describe and use appropriate formal and informal assessments in phonological awareness, including phonemic awareness, for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
- b. demonstrating ability to analyze and interpret results from these assessments
- c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in phonological awareness, including phonemic awareness; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

COMPETENCY 4: Understand the role of concepts about print, letter recognition, and the alphabetic principle in reading development and how to develop students' knowledge and skills in these areas.

Including:

- (1) Recognize the role of print awareness in early reading development and identify explicit, research-based strategies for teaching various concepts about print (e.g., developing an awareness of the relationship between spoken and written language and an understanding that print carries meaning; recognizing letter, word, and sentence representation; recognizing the directionality of print; developing the ability to track print in connected text; developing book-handling skills).
- (2) Recognize the importance of accurate and rapid uppercase and lowercase letter recognition in reading development and demonstrate knowledge of research-based, systematic, explicit instruction in letter recognition, letter naming, and letter formation, including factors to consider when planning instruction in these areas (e.g., how to systematically introduce visually and auditorily similar letters, the importance of providing practice in writing letters and words).
- (3) Recognize the role of the alphabetic principle in reading development, in particular the interrelationships among letter-sound (i.e., grapheme-phoneme) correspondence, phonemic awareness, and beginning decoding (e.g., sounding out and blending letter sounds), and demonstrate knowledge of research-based, systematic, explicit instruction in the alphabetic principle.
- (4) Recognize the role of writing (i.e., students' use of phonetic spelling) in promoting and reinforcing students' understanding of the alphabetic principle and letter-sound correspondence.
- (5) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of concepts about print, letter recognition, and the alphabetic principle (i.e., Universal Access). For example:
 - a. providing differentiated instruction in these areas of reading to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key concepts and skills; reteaching concepts, letters, and skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional

- practice)
 - b. providing differentiated instruction in these areas of reading to support students with special needs (e.g., focusing on key concepts; using a variety of concrete examples to explain a concept or task; reteaching concepts, letters, and skills that are lacking using visual, auditory, kinesthetic, and tactile techniques; providing additional practice)
 - c. providing differentiated instruction in these areas of reading to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of relevant knowledge and skills from the primary language; recognizing that not all languages are alphabetic and that key features of alphabets vary, including letters, directionality, and phonetic regularity)
 - d. providing differentiated instruction in these areas of reading to address the needs of advanced learners (e.g., increasing the pace of instruction, building on and extending current knowledge and skills)
- (6) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to concepts about print, letter recognition, and the alphabetic principle. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in concepts about print, letter recognition, and the alphabetic principle for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in concepts about print, letter recognition, and the alphabetic principle; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

COMPETENCY 5: Understand important terminology and concepts involved in phonics instruction and recognize the role of phonics and sight words in reading development.

Including:

- (1) Recognize the role of phonics and sight words in accurate, automatic word identification, including how word identification contributes to word recognition (i.e., the process by which a reader connects a decoded word to an existing word in his/her oral vocabulary) and how automaticity in word recognition supports development of reading fluency and comprehension.
- (2) Recognize the importance of sequencing phonics and sight-word instruction according to the increasing complexity of linguistic units and demonstrate knowledge of terminology and concepts related to these units. For example:
 - a. types of consonant sounds (e.g., continuous sounds, stop sounds)
 - b. common, regular letter combinations (e.g., consonant digraphs, consonant blends, vowel digraphs, diphthongs, *r-* and *l-*controlled vowels)
 - c. common inflected morphological units that are taught as part of phonics instruction (e.g., the suffixes *-ed*, *-er*, *-est*, *-ing*, and *-s*)

- d. common word patterns of increasing difficulty (e.g., VC, CVC, CVCC, CCVC, CVVC, CVCe)
 - e. common syllable patterns and syllabication as applied to decoding multisyllabic words
 - f. why some words are phonetically irregular and never decodable (e.g., *of, the, was*)
 - g. how and when irregular words fit into the continuum of phonics instruction
 - h. why some decodable words must be taught as sight words until their phonetic pattern has been taught (e.g., *park* is decodable but is taught as a sight word until *r*-controlled *a* is introduced)
- (3) Recognize that decoding and encoding are reciprocal skills and demonstrate knowledge of the interrelationships between phonics development and stages of spelling development (i.e., precommunicative writing, semiphonetic, phonetic, transitional, and conventional). For example:
- a. how phonics knowledge supports both reading and spelling/orthographic development
 - b. how development of spelling/orthographic knowledge supports development of decoding skills
 - c. how research-based, systematic, sequential spelling instruction reinforces phonics and vocabulary development
 - d. how writing activities provide opportunities for applying phonics knowledge in context
 - e. how a student's stage of spelling development has implications for both spelling and phonics instruction

COMPETENCY 6: Understand how to develop students' phonics knowledge and skills and recognition of sight words to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.

Including:

- (1) Demonstrate knowledge of the continuum of research-based, systematic, explicit instruction in phonics and sight words appropriate for students at the beginning-reading stage (i.e., as students progress from sounding out letter by letter to recognizing words as units of letters). For example:
 - a. teaching sounding out and blending of regular VC and CVC words
 - b. teaching whole-word reading focused on single-syllable regular words and some high-frequency irregular sight words
 - c. using decodable text to ensure that students have abundant practice with phonics elements and sight words already taught
 - d. teaching students to use phonics knowledge to spell VC and CVC words
- (2) Demonstrate knowledge of the continuum of research-based, systematic, explicit instruction in phonics and sight words appropriate for students at more advanced stages of decoding development (i.e., as students progress in word reading involving words with increasing linguistic complexity). For example:
 - a. teaching CVCC, CCVC, and CVVC words containing common, regular letter combinations
 - b. teaching regular CVCe words
 - c. teaching words containing phonics elements that are less common (e.g., *kn, ph*)
 - d. continuing use of decodable text to ensure that students have abundant practice

- with phonics elements and sight words already taught
- e. teaching words formed by adding a common inflected ending (e.g., *-ed*, *-er*, *-est*, *-ing*, *-s*) to a base word
 - f. teaching students to use phonics knowledge to spell more complex orthographic patterns in single-syllable words and in words formed by adding a common inflected ending to a single-syllable word
- (3) Demonstrate knowledge of research-based, systematic, explicit instruction in sight words, including:
- a. identifying high-frequency words that do and do not conform to regular phonics/spelling patterns
 - b. recognizing factors that affect the sequence of instruction for specific sight words (e.g., the frequency with which a word occurs in students' reading materials, how visually similar or dissimilar a word is to other sight words)
 - c. identifying explicit strategies for helping students master the spelling of high-frequency sight words
- (4) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of phonics skills, sight-word knowledge, and spelling of single-syllable words (i.e., Universal Access). For example:
- a. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key phonics skills and high-frequency sight words, reteaching phonics skills and sight words that are lacking, using a variety of concrete examples to explain a concept or task, providing additional practice)
 - b. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to support students with special needs (e.g., using systematic and explicit synthetic phonics instruction; focusing on key concepts and skills, such as key phonics elements and sight words; using a variety of concrete examples to explain a concept or task; using visual, auditory, kinesthetic, and tactile techniques to teach spelling and to promote mastery of new sight words; reteaching content and skills that are lacking; providing additional practice)
 - c. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of relevant knowledge and skills from the primary language; explicitly teaching sounds that do not transfer; explicitly teaching the meaning of sight words, if needed)
 - d. providing differentiated instruction in phonics, sight words, and spelling of single-syllable words to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, building on and extending current knowledge and skills)
- (5) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to phonics, sight words, and spelling of single-syllable words. For example:
- a. demonstrating ability to describe and use appropriate formal and informal

assessments in phonics, sight words, and spelling of single-syllable words for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)

- b. demonstrating ability to analyze and interpret results from these assessments
- c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in phonics, sight words, and spelling of single-syllable words; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

COMPETENCY 7: Understand the role of syllabic and structural analysis and orthographic knowledge in reading development and how to develop students' knowledge and skills in these areas to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.

Including:

- (1) Recognize how phonics skills, sight-word knowledge, and knowledge and skills in syllabic and structural analysis and orthography all work in concert to support students' development of accurate word analysis, which leads to automaticity in word recognition.
- (2) Recognize the role of structural analysis (e.g., decoding multisyllabic words formed by adding a prefix and/or suffix to a base word or base morpheme) and syllabic analysis (e.g., decoding multisyllabic words composed of common syllable patterns, such as open and closed syllables) in accurate word analysis and spelling of multisyllabic words.
- (3) Demonstrate knowledge of systematic, explicit instruction in structural and syllabic analysis and spelling of multisyllabic words. For example:
 - a. teaching multisyllabic words formed by adding a common prefix or suffix to a base word
 - b. teaching multisyllabic words that follow common syllable patterns
 - c. teaching students to use knowledge of structural analysis and syllable patterns to spell multisyllabic words
- (4) Recognize the strong relationship between orthographic knowledge and word analysis and demonstrate knowledge of systematic, explicit instruction in spelling/orthography. For example:
 - a. teaching students to spell larger, more complex chunks of letters (phonograms), such as *-ight*
 - b. teaching students to apply common orthographic generalizations (rules) (e.g., changing the ending of a word from *-y* to *-ies* when forming the plural)
 - c. teaching students to accurately recognize and use common homophones (e.g., *to*, *two*, and *too*; *hair* and *hare*)
- (5) Recognize the importance of providing students with frequent opportunities to develop and extend their syllabic analysis skills, structural analysis skills, and orthographic knowledge in their reading and writing. For example:
 - a. frequently reading texts that contain words using affixes, syllable patterns, and orthographic patterns and rules already taught

- b. frequently engaging in writing activities that include opportunities to apply knowledge of more complex orthographic patterns and spelling of multisyllabic words
- (6) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of syllabic and structural analysis and orthographic knowledge to support decoding and spelling of multisyllabic words and spelling of words that follow more complex orthographic patterns or rules (i.e., Universal Access). For example:
- a. providing differentiated instruction in these areas to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key skills and knowledge, such as frequently occurring syllable patterns and affixes and related orthographic patterns; reteaching concepts and skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice)
 - b. providing differentiated instruction in these areas to support students with special needs (e.g., focusing on key skills and knowledge, such as frequently occurring syllable patterns and affixes and related orthographic patterns; using a variety of concrete examples to explain a concept or task; using visual, auditory, kinesthetic, and tactile techniques; reteaching concepts and skills that are lacking; providing additional oral practice with new words)
 - c. providing differentiated instruction in these areas to address the needs of English Learners and speakers of nonstandard English (e.g., explicitly teaching common English roots and affixes)
 - d. providing differentiated instruction in these areas to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, building on and extending current knowledge and skills)
- (7) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to development of syllabic analysis, structural analysis, orthographic knowledge, spelling of multisyllabic words, and spelling of words that follow more complex orthographic patterns or rules. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in these areas for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in these areas, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met

DOMAIN 3—FLUENCY

COMPETENCY 8: Understand the role of fluency in reading development and factors that affect students' development of fluency.

Including:

- (1) Demonstrate knowledge of the role of fluency in all stages of reading development (e.g., the progression from letter naming to word reading to connected text).
- (2) Demonstrate knowledge of key indicators of reading fluency and their interrelationships:
 - a. accuracy (i.e., accurate decoding and word recognition)
 - b. rate
 - c. prosody (i.e., reading with expression, including using appropriate stress or emphasis, variation in pitch and intonation, and pausing in a manner that reflects meaningful phrasing and knowledge of syntax and mechanics)
- (3) Demonstrate knowledge of the interrelationships among word analysis skills, fluency, vocabulary, academic language, background knowledge, and comprehension. For example:
 - a. the role of fluency as a bridge between word analysis skills and comprehension (i.e., fluency includes the ability to decode automatically and thereby have the capacity to comprehend text at the same time)
 - b. why fluency supports reading comprehension (e.g., automaticity theory)
 - c. the reciprocity between prosody and comprehension
- (4) Demonstrate knowledge of factors that can disrupt fluency (e.g., weak word analysis skills, stopping frequently to decode unrecognized or unfamiliar words, lack of familiarity with content vocabulary, lack of background knowledge, texts that contain a large number of one-use and multisyllabic content words, lack of familiarity with more complex syntactic structures).
- (5) Recognize the role of decodable text in promoting fluent reading in students who are acquiring basic phonics skills and the importance of transitioning students to a broader range of appropriate texts as they progress in their word analysis skills.
- (6) Recognize the critical role of systematic, explicit instruction in promoting fluency development.
- (7) Recognize the limitations of using independent silent reading to increase automaticity (i.e., students who do not have automaticity need to practice reading out loud, primarily to themselves).
- (8) Identify factors that help make independent silent reading more effective in supporting fluency development (e.g., ensuring that students select books at appropriate reading levels and holding them accountable for comprehension).

COMPETENCY 9: Understand how to promote students' fluency development.

Including:

- (1) Demonstrate knowledge of essential, research-based components of effective fluency instruction (e.g., guidance, practice, feedback) and how each contributes to fluency development with respect to accuracy, rate, and prosody.

- (2) Demonstrate knowledge of research-based, systematic, explicit instruction in fluency, including when and how fluency instruction should be introduced.
- (3) Demonstrate knowledge of research-based, systematic, explicit strategies for building fluency with respect to accuracy (e.g., providing systematic, explicit instruction in phonemic awareness, phonics, and sight words, as needed).
- (4) Demonstrate knowledge of research-based, systematic, explicit strategies for building fluency with respect to rate. For example:
 - a. for students whose decoding is not automatic—engaging in whisper reading (i.e., reading out loud to themselves) as the teacher monitors individual students
 - b. for students whose decoding is automatic—engaging in independent silent reading with accountability for comprehension
- (5) Demonstrate knowledge of research-based, systematic, explicit strategies for building fluency with respect to prosody. For example:
 - a. modeling and phrase-cued reading
 - b. purposeful, teacher-directed instruction across subject matter to build content knowledge and academic language
- (6) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of fluency (i.e., Universal Access). For example:
 - a. providing differentiated fluency instruction to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., using texts written at students' independent reading levels; as needed, focusing on improving accuracy through additional word analysis instruction and/or focusing on improving rate through additional practice using either oral or silent reading depending on the student's automaticity)
 - b. providing differentiated fluency instruction to support students with special needs (e.g., using texts written at students' independent reading levels, focusing on building word analysis skills and recognition of key sight words to promote automaticity, reteaching word analysis skills and sight words that are lacking, providing additional oral reading practice with appropriate-level texts)
 - c. providing differentiated fluency instruction to address the needs of English Learners and speakers of nonstandard English (e.g., explicitly teaching English intonation patterns, phrasing, syntax, and punctuation)
 - d. providing differentiated fluency instruction to address the needs of advanced learners (e.g., using more advanced texts to enhance and broaden fluency development)
- (7) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to fluency (i.e., accuracy, rate, and prosody). For example:
 - a. demonstrating ability to describe and use appropriate formal and informal assessments to determine students' fluency with respect to accuracy, rate, and prosody for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction

and interventions in fluency with respect to accuracy, rate, and prosody; adjust instruction and interventions to meet the identified needs of students; and ultimately determine whether relevant standards have been met

DOMAIN 4—VOCABULARY, ACADEMIC LANGUAGE, AND BACKGROUND KNOWLEDGE

COMPETENCY 10: Understand the role of vocabulary, academic language, and background knowledge in reading development and factors that affect students' development of vocabulary, academic language, and background knowledge.

Including:

- (1) Demonstrate knowledge of the role of vocabulary, academic language, and background knowledge in reading development. For example:
 - a. the role of vocabulary knowledge in the development of word recognition and fluency
 - b. the role of vocabulary knowledge in reading comprehension (e.g., vocabulary knowledge as both a key indicator and a predictor of comprehension ability)
 - c. the role of academic language in reading comprehension and learning (e.g., knowledge of more complex grammatical structures supports comprehension of more advanced texts)
 - d. the role of background knowledge in reading comprehension and learning (e.g., background knowledge of content as a key indicator of how well a student will learn new information related to that content)
 - e. interrelationships among vocabulary, academic language, background knowledge, and comprehension (e.g., how a reader constructs understanding of a text through both knowledge of the meanings of explicit words in the text and meanings that the reader infers from relevant background knowledge)
- (2) Demonstrate knowledge of important issues related to the development of vocabulary, academic language, and background knowledge. For example:
 - a. the critical role of early vocabulary development (prekindergarten through grade 2) in students' later achievement in vocabulary and reading
 - b. the Matthew Effect and its impact on students' growth in vocabulary, academic language, and background knowledge and how effective instruction and intervention can reduce its negative effects
 - c. interrelationships between vocabulary knowledge and concept learning (e.g., how vocabulary acquisition involves concept learning and concept learning supports vocabulary development, how effective vocabulary instruction contributes to the growth of background knowledge)
 - d. vocabulary learning as an incremental process (e.g., more examples in context result in greater depth of understanding)
 - e. the open-ended nature of vocabulary and background knowledge and the implications of this for instruction (e.g., the importance of using approaches in vocabulary instruction that promote knowledge of a larger set of words than the target words)
- (3) Recognize that text tends to use a larger and more sophisticated vocabulary and more complex language structures than speech and plays a critical role in the development of

- vocabulary, academic language, and background knowledge.
- (4) Recognize the critical role of independent reading in developing students' vocabulary, academic language, and background knowledge (e.g., the correlation between the amount one reads daily and one's academic achievement) and the importance of encouraging independent reading at appropriate levels to promote development of vocabulary, academic language, and background knowledge.
 - (5) Demonstrate knowledge of factors to consider in developing students' vocabulary, academic language, and background knowledge. For example:
 - a. recognizing that not all words should be given equal emphasis (e.g., the importance of evaluating the usefulness of a word and the frequency with which students will have opportunities to read it and apply it)
 - b. recognizing different tiers of general academic vocabulary
 - c. identifying academic vocabulary that has a high level of usefulness and frequency within a given content area
 - d. recognizing how understanding of specialized vocabulary (e.g., *justify*, *analyze*, *determine*) is necessary for performing comprehension tasks
 - e. recognizing the value of promoting students' word consciousness, including their genuine interest in and enthusiasm for words
 - f. recognizing the value of developing students' listening comprehension to support their vocabulary, academic language, and concept development
 - g. recognizing the importance of reinforcing vocabulary, academic language, and content knowledge through oral language, reading, and writing activities
 - h. understanding why learning vocabulary from context is a powerful strategy only when combined with wide reading by and to students
 - (6) Demonstrate knowledge of the components of an effective, explicit vocabulary program, including:
 - a. direct teaching of specific words (e.g., combining word-meaning instruction with concept development, using both definitional and contextual approaches, promoting integration ["deep processing"] of word meanings)
 - b. promoting development of word-learning strategies (e.g., teaching transferable, generalizable strategies; developing morphological knowledge; developing contextual strategies)
 - c. promoting development of word consciousness
 - d. promoting wide reading and providing meaningful exposure (e.g., providing multiple, meaningful exposures to new vocabulary, academic language, and background knowledge; providing opportunities to use new vocabulary, academic language, and background knowledge in a variety of topical contexts and in multiple subject areas)

COMPETENCY 11: Understand how to promote students' development of vocabulary, academic language, and background knowledge.

Including:

- (1) Demonstrate knowledge of research-based, systematic, explicit instruction in vocabulary

- (i.e., words and their meanings). For example:
- a. providing student-friendly definitions
 - b. providing meaningful and contextualized examples, especially for new concepts
- (2) Identify explicit oral and written strategies that promote integration of word knowledge and provide repeated, meaningful exposure to and opportunities to use new academic and content-area vocabulary. For example:
- a. conducting guided discussions of academic content and concepts
 - b. conducting guided discussions of new words and their meanings, including identifying synonyms and antonyms
 - c. discussing words' origins, roots, and/or affixes
 - d. creating semantic and morphological maps
 - e. developing word banks and word logs
 - f. comparing and classifying words orally and in writing
 - g. generating metaphors and analogies with words orally and in writing
 - h. incorporating new vocabulary in subject-matter discussions and written assignments
 - i. using more precise words in speaking and writing
- (3) Demonstrate knowledge of research-based, systematic, explicit instruction in independent strategies for building vocabulary and for determining and verifying the meanings and pronunciations of unfamiliar words or words with multiple meanings. For example:
- a. use of contextual strategies (e.g., using semantic and syntactic context clues, including apposition, to verify the meaning of a word and/or resolve ambiguity)
 - b. use of morphological strategies (e.g., developing knowledge of common roots and affixes, developing knowledge of the processes of word formation, applying structural analysis skills)
 - c. use of reference materials (e.g., using a dictionary, thesaurus, or other text-based or technology-based reference tool)
- (4) Identify explicit strategies for developing students' word consciousness and fostering a love of words (e.g., engaging students in word games, discussing the etymology and morphology of words and supporting students' investigations in etymology and morphology, drawing attention to the use of figurative language in both speech and print, encouraging students to share new and interesting words encountered in speech and print).
- (5) Identify explicit listening-comprehension activities that promote the development of vocabulary, academic language, and background knowledge (e.g., providing word explanations, reading both literary and informational texts aloud to students and conducting guided discussions of text content and vocabulary).
- (6) Recognize the role of wide reading in building vocabulary, academic language, background knowledge, and a love of reading and identify explicit strategies for promoting students' purposeful independent reading of a broad range of literary and informational texts at increasingly challenging levels.
- (7) Demonstrate knowledge of explicit strategies for developing students' knowledge of language and language structures (e.g., knowledge of syntax and grammar, knowledge of elements that promote cohesion and coherence in oral and written discourse) to support

their comprehension of texts at the word, sentence, paragraph, and text levels.

- (8) Demonstrate knowledge of explicit strategies for helping students understand similarities and differences between language structures used in spoken and written language, transfer relevant skills from oral language to written language (e.g., helping students make connections between their existing oral vocabulary and new written vocabulary, engaging students in oral rehearsal in preparation for writing), and develop their knowledge of written language structures and conventions (e.g., analyzing how punctuation affects a text's meaning).
- (9) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of vocabulary, academic language, and background knowledge (i.e., Universal Access). For example:
 - a. providing differentiated instruction in vocabulary, academic language, and background knowledge to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key vocabulary, academic language structures, and background knowledge; reteaching vocabulary, language structures, and concepts; using a variety of concrete examples to explain a word or concept; providing additional meaningful practice using new words and concepts)
 - b. providing differentiated instruction in vocabulary, academic language, and background knowledge to support students with special needs (e.g., focusing on key concepts; preteaching/reteaching vocabulary and concepts; providing additional exposures to new words and concepts; using concrete examples to explain a word or concept; presenting vocabulary and concepts using visual, auditory, kinesthetic, and tactile techniques; providing additional meaningful oral and written practice using new words and concepts)
 - c. providing differentiated instruction in vocabulary, academic language, and background knowledge to address the needs of English Learners and speakers of nonstandard English (e.g., activating students' prior knowledge by making explicit connections between their current knowledge and new vocabulary/concepts; capitalizing on transfer of cognates; building on students' current language skills and reinforcing their knowledge of basic, functional grammar to facilitate their reading comprehension; emphasizing reading instruction that promotes development of academic language, including explicitly teaching more complex language structures and key vocabulary used in a text; contextualizing new vocabulary and concepts using visual aids, such as pictures, charts, word organizers, and graphic organizers; using "preteach-reteach-practice-review"; building students' morphological knowledge, including knowledge of the meanings of common word roots used in academic language)
 - d. providing differentiated instruction in vocabulary, academic language, and background knowledge to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, building on and extending current knowledge, extending the depth and breath of assignments)
- (10) Recognize that vocabulary, academic language, and background knowledge are indirectly

assessed in reading comprehension assessments and recognize the implications of this in interpreting the results of those assessments.

- (11) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to vocabulary, academic language, and background knowledge. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments to determine students' level of vocabulary, academic language, and background knowledge for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions in vocabulary, academic language, and background knowledge; adjust instruction and interventions to meet the identified needs of students; and determine whether students have made progress in learning the content

DOMAIN 5—COMPREHENSION

COMPETENCY 12: Understand literal, inferential, and evaluative comprehension and factors affecting reading comprehension.

Including:

- (1) Recognize how a reader's knowledge and skills in word analysis, fluency, vocabulary, and academic language and the reader's background knowledge affect comprehension (e.g., why automaticity in word recognition facilitates comprehension, how comprehension breaks down when relevant vocabulary or background knowledge is lacking).
- (2) Demonstrate knowledge of literal reading comprehension (e.g., identifying explicitly stated main ideas, details, sequences, cause-and-effect relationships, patterns, and elements of story grammar).
- (3) Demonstrate knowledge of inferential reading comprehension (e.g., inferring main ideas, comparisons, and cause-and-effect relationships not explicitly stated in the text; drawing conclusions or generalizations from a text; using textual evidence to predict outcomes; inferring themes).
- (4) Demonstrate knowledge of evaluative reading comprehension (e.g., recognizing instances of bias, unsupported assumptions, propaganda, and faulty reasoning in texts; distinguishing facts and opinions in texts; reacting to a text's content, characters, and use of language; analyzing themes).
- (5) Recognize the role of syntax in facilitating or impeding reading comprehension and the importance of promoting students' understanding of complex grammatical structures.
- (6) Recognize the role of text structures in facilitating or impeding reading comprehension and the importance of promoting students' understanding of how different types of texts are organized.
- (7) Demonstrate knowledge of the relationship between students' oral language and their ability to comprehend at the word, sentence, paragraph, and text levels.

- (8) Recognize the role of listening comprehension as a foundation for the development of reading comprehension and the importance of using oral language activities (e.g., strategic, purposeful read-alouds) to promote development of comprehension skills.
- (9) Recognize the role that text-based discussions (e.g., instructional conversations, questioning the author, think-pair-share) play in enhancing comprehension.
- (10) Recognize how writing activities (e.g., summarizing, outlining, responding) help support and reinforce students' understanding of a text and their development of reading comprehension skills.
- (11) Recognize the role of independent reading in reinforcing reading comprehension skills and strategies and the importance of promoting purposeful independent reading as a pathway to healthy lifelong reading habits.

COMPETENCY 13: Understand how to facilitate reading comprehension by providing instruction that prepares students for the reading task, scaffolds them as needed through the reading process, and prepares them to respond to what they have read.

Including:

- (1) Demonstrate knowledge of explicit instructional strategies for orienting students to new texts (e.g., teacher modeling, previewing, using textual evidence to predict outcomes, using graphic features, activating and discussing prior knowledge related to the topic, developing background knowledge, setting a purpose for reading, generating questions prior to reading).
- (2) Demonstrate knowledge of explicit instruction in skills that support comprehension and strategies that help students monitor their own comprehension as they read (e.g., using graphic features, visualizing, self-questioning, paraphrasing, clarifying, predicting, summarizing, rereading, adjusting reading rate based on text difficulty, note taking).
- (3) Demonstrate knowledge of explicit instructional strategies for supporting students' comprehension after reading (e.g., discussing; summarizing; retelling; sharing reactions; making text-to-self, text-to-text, and text-to-world connections; creating pictures, semantic maps, Venn diagrams, and other visual/graphic representations of text meanings).
- (4) Demonstrate knowledge of explicit instructional strategies for promoting students' development of listening comprehension skills and helping students transfer comprehension strategies from oral language to written language (e.g., through the use of teacher think-alouds and modeling).
- (5) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to facilitating their reading comprehension, including developing their use of comprehension strategies (i.e., Universal Access). For example:
 - a. providing differentiated comprehension instruction to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., as needed, focusing on building word analysis skills, fluency, vocabulary, academic language, and background knowledge to support comprehension; reteaching comprehension strategies and skills that are lacking; using a variety of concrete

- examples to explain a concept or task; providing additional practice applying comprehension strategies and skills; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
- b. providing differentiated comprehension instruction to support students with special needs (e.g., focusing on building foundational knowledge and skills in word analysis, fluency, vocabulary, academic language, and background knowledge; providing practice with questions at different levels of comprehension; using a variety of concrete examples to explain a concept or task; reteaching comprehension skills and strategies that are lacking; providing additional practice with a variety of texts; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - c. providing differentiated comprehension instruction to address the needs of English Learners and speakers of nonstandard English (e.g., capitalizing on transfer of comprehension strategies from the primary language; explicitly teaching comprehension strategies that are lacking)
 - d. providing differentiated comprehension instruction to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction, using more advanced and/or multiple texts, building on and extending current skills and strategies, extending the depth and breadth of assignments)
- (6) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to reading comprehension, including students' use of comprehension strategies. For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments to determine students' comprehension and use of comprehension strategies for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective comprehension instruction and interventions, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met

COMPETENCY 14: Understand how to promote students' comprehension and analysis of narrative/literary texts and their development of literary response skills.

Including:

- (1) Demonstrate knowledge of explicit instructional strategies for helping students recognize the organizational structure and key characteristics of major literary genres, including poetry (e.g., ballad, lyric, couplet, epic, sonnet), drama, and prose (e.g., short story, novel, myth, legend, biography, autobiography, historical fiction, fantasy).
- (2) Demonstrate knowledge of the elements of story grammar (e.g., character, plot, setting, theme) and other key elements of narrative/literary texts (e.g., mood, tone, point of view, voice) and systematic, explicit instruction in these elements.

- (3) Demonstrate knowledge of research-based, systematic, explicit instruction in narrative analysis and literary criticism, including explicit instructional strategies for helping students analyze and respond to narrative/literary texts. For example:
 - a. identifying the structural elements of a plot and evaluating their logic and credibility
 - b. comparing and contrasting the motivations and reactions of characters
 - c. evaluating the relevance of the setting
 - d. identifying recurring themes
 - e. identifying elements of a writer's style, including the function and effect of an author's use of figurative language (e.g., simile, metaphor, hyperbole, personification) and other literary devices (e.g., imagery, symbolism, irony, foreshadowing)
- (4) Demonstrate knowledge of explicit oral language activities (e.g., literature circles, questioning the author, think-pair-share) that develop and reinforce students' comprehension of narrative/literary texts and their skills in narrative analysis and literary criticism.
- (5) Demonstrate knowledge of explicit writing activities (e.g., literary response journals, summaries, character analyses) that develop and reinforce students' comprehension of narrative/literary texts and their skills in narrative analysis and literary criticism.
- (6) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their comprehension and analysis of narrative/literary texts and their development of literary response skills (i.e., Universal Access). For example:
 - a. providing differentiated instruction in these areas of reading to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key elements of story grammar; creating and using story maps; focusing on key comprehension strategies and skills; reteaching strategies and skills that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - b. providing differentiated instruction in these areas of reading to support students with special needs (e.g., focusing on key elements of story grammar; creating and using story maps; using a variety of concrete examples to explain a concept or task; focusing on key skills and strategies; reteaching skills and strategies that are lacking; providing additional practice with narrative/literary texts; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - c. providing differentiated instruction in these areas of reading to address the needs of English Learners and speakers of nonstandard English (e.g., clarifying the cultural context of a text, as needed; preteaching key vocabulary)
 - d. providing differentiated instruction in these areas of reading to address the needs of advanced learners (e.g., using more advanced and/or multiple texts; building on and extending current knowledge, skills, and strategies; extending the depth and breadth of assignments)

- (7) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to comprehension and analysis of narrative/literary texts and development of literary response skills.
For example:
- a. demonstrating ability to describe and use appropriate formal and informal assessments in these areas of reading for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments
 - c. demonstrating ability to use the results of assessments to plan effective instruction and interventions with respect to comprehension and analysis of narrative/literary texts and development of literary response skills, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met

COMPETENCY 15: Understand how to promote students' comprehension of expository/informational texts and their development of study skills and research skills.

Including:

- (1) Demonstrate knowledge of explicit instructional strategies for helping students recognize key characteristics of various expository/informational materials (e.g., textbook, news article, consumer manual, research report, Web site).
- (2) Demonstrate knowledge of explicit instructional strategies for promoting students' comprehension of expository/informational texts at the word, sentence, paragraph, and text levels by helping them understand common text structures used in these texts (e.g., chronological, cause/effect, comparison/contrast, problem/solution) and helping them recognize and attend to common transition words and other features (e.g., topic sentence, concluding sentence) associated with different text structures.
- (3) Demonstrate knowledge of explicit instructional strategies for helping students recognize and use a variety of text features that help support comprehension of expository/informational texts. For example:
 - a. organizational/explanatory features (e.g., table of contents, index, glossary)
 - b. typographic features (e.g., italics, boldfacing, underlining, color coding)
 - c. graphic features (e.g., charts, maps, diagrams, illustrations)
- (4) Demonstrate knowledge of explicit instructional strategies for promoting students' comprehension of expository/informational texts. For example:
 - a. evaluating the unity, logic, internal consistency, and structural patterns of a text
 - b. analyzing the development of an author's argument, point of view, or perspective
 - c. generalizing the knowledge learned from texts to other areas of learning
 - d. identifying similarities and differences between texts
- (5) Demonstrate knowledge of explicit oral language activities that develop and reinforce comprehension of expository/informational texts and related vocabulary, academic language, and background knowledge (e.g., introducing and explaining key vocabulary prior to reading, conducting oral preview-review of text content, engaging students in oral paraphrasing and summarizing of texts).

- (6) Demonstrate knowledge of explicit writing activities that develop and reinforce comprehension of expository/informational texts (e.g., summarizing, paraphrasing, developing graphic organizers).
- (7) Demonstrate knowledge of explicit instructional strategies for promoting students' development of study skills (e.g., outlining, note taking) and ability to locate, retrieve, and retain information from reference materials and expository/informational texts.
- (8) Demonstrate knowledge of explicit instructional strategies for promoting students' development of research skills (e.g., identifying research topics, asking and evaluating questions, developing an academic argument, using multiple sources when conducting research, using technology to manage information, paraphrasing information).
- (9) Demonstrate knowledge of how to address the full range of learners in the classroom with respect to their comprehension of expository/informational texts and their development of study skills and research skills (i.e., Universal Access). For example:
 - a. providing differentiated instruction in these areas of reading to address the needs of struggling readers and students with reading difficulties or disabilities (e.g., focusing on key content, skills, and strategies; reteaching content-area vocabulary, language structures, and background knowledge that are lacking; using a variety of concrete examples to explain a concept or task; providing additional practice; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - b. providing differentiated instruction in these areas of reading to support students with special needs (e.g., building background knowledge; focusing on key content-area vocabulary; focusing on the key ideas in a text; using a variety of concrete examples to explain a new concept or task; presenting new concepts and vocabulary using visual, auditory, kinesthetic, and tactile techniques; reteaching skills and concepts that are lacking; providing additional practice with appropriate-level expository/informational texts; as needed, providing access to grade-level texts through oral presentation, such as reading a text aloud to students and then discussing it with them)
 - c. providing differentiated instruction in these areas of reading to address the needs of English Learners and speakers of nonstandard English (e.g., using explicit modeling and scaffolding strategies)
 - d. providing differentiated instruction in these areas of reading to address the needs of advanced learners (e.g., increasing the pace and/or complexity of instruction; using more advanced and/or multiple texts; building on and extending current knowledge, skills, and abilities; extending the depth and breadth of assignments)
- (10) Demonstrate knowledge and ability in assessment (i.e., entry-level assessment, monitoring of progress, and summative assessment) with respect to comprehension of expository/informational texts and development of study skills and research skills. For example:
 - a. demonstrating ability to describe and use appropriate formal and informal assessments in these areas of reading for different assessment purposes (i.e., entry-level assessment, monitoring of progress, and summative assessment)
 - b. demonstrating ability to analyze and interpret results from these assessments

- c. demonstrating ability to use the results of assessments to plan effective instruction and interventions with respect to comprehension of expository/informational texts and development of study skills and research skills, adjust instruction and interventions to meet the identified needs of students, and ultimately determine whether relevant standards have been met

Appendix C

Reading and Literacy Subject Matter Expert Group

Members of the Literacy Expert Work Group

Member	Institution/Agency
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Gabriela Rodriguez	California Teachers Association
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Appendix D

Part 2: Subject Specific Pedagogy

Draft TPE Language for All Teacher Candidates

Introduction

This section provides additional required expectations for beginning teachers focused on subject-specific pedagogies and strategies. The selection and use of subject-specific pedagogy and strategies are dependent on students' levels of developmental ability and their English language proficiency. Approved preliminary preparation programs provide opportunities for beginning teachers to learn and practice subject-specific pedagogies and strategies, including language development strategies. Beginning teachers demonstrate their knowledge of these pedagogies and strategies for student support by passing a subject-specific Teaching Performance Assessment (TPA), successfully completing course work that includes both instructional and subject-specific pedagogy, and engaging in a range of clinical practice experiences.

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy

Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning. Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom.

Literacy Practices in Relation to Subject-Specific Pedagogy

All multiple and single subject beginning teachers understand that all teachers have a critical role in literacy development for all TK-12 students. They understand and demonstrate the ability to address the literacy, linguistic, and cognitive demands of different content areas (multiple subject) or the discipline(s) of their credential (single subject). They provide integrated instruction incorporating the five themes of literacy identified in the *ELA/ELD Framework*. They plan and implement lessons that support students' *meaning making* and subject-specific *language development* as students read, write, and converse in each content area. They support students' ability to *effectively express* themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication specific to each content area. They plan and implement literacy-based lessons and discipline-specific literacy practices that contribute to building students' *content knowledge* ([Framework](#), Chapters 2, 6 and 7). They plan and implement lessons that address the *foundational skills* of literacy (e.g., decoding and word recognition) in the context of the content area(s) of instruction, as appropriate based on students' needs and students' literacy

levels. Beginning teachers understand and plan lessons that build on students' increasing level of literacy skills across the grade levels and content area(s) to promote both continuity of literacy skills development and subject-specific learning in accordance with the applicable student content standards and framework. Beginning teachers observe and practice different approaches to literacy teaching and learning, including but not limited to inquiry-based learning, collaborating learning, and direct instruction.

All beginning teachers identify challenges posed by complex texts in their discipline(s) and help students learn how to navigate increasingly complex text of a variety of forms and organizational patterns as appropriate to the content area, including but not limited to traditional texts, music, maps, *graphica*², graphics, charts, timelines, images, artworks, and multimodal text such as podcasts and videos, to help students read strategically, analytically, critically, and with a critical lens across the curriculum, and to monitor their understanding. They use teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers and writers, and they integrate the use of language arts skills of reading, writing, listening, and speaking across the curriculum.

Further information about the five themes of literacy development is available in the Part 2: Teaching English Language Arts in a Multiple Subject Assignment and Teaching English Language Arts in a Single Subject Assignment sections below.

English Language Development in Relation to Subject-Specific Pedagogy

Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, dual language learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).

² *Graphica* refers to graphic novels, books, branding, logos, emojis, and other materials that use images to convey meaning

Appendix E

Draft TPE for Multiple Subject and Education Specialist Candidates

Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

1. Teaching [English Language Arts](#) in a Multiple Subject Assignment
2. Teaching [Mathematics](#) in a Multiple Subject Assignment
3. Teaching [History-Social Science](#) in a Multiple Subject Assignment
4. Teaching [Science](#) in a Multiple Subject Assignment
5. Teaching [Physical Education](#) in a Multiple Subject Assignment
6. Teaching [Health Education](#) in a Multiple Subject Assignment
7. Teaching [Visual and Performing Arts](#) in a Multiple Subject Assignment

1. Teaching [English Language Arts](#) in a Multiple Subject Assignment

Beginning multiple subject teachers apply their knowledge of the California Standards in English Language Arts/English Language (ELA/ELD) Development to frame their planning, instruction, and student assessment in the area of literacy. They demonstrate the ability to design and deliver literacy instruction that reflects the five key themes of a robust and comprehensive literacy instructional program: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills that assures that all students develop English proficiency and meet or exceed the California standards. Beginning teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Beginning multiple subject teachers demonstrate the ability to use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students. They are able to analyze and interpret results to plan effective and differentiated literacy instruction and appropriate interventions for students as needed. Beginning teachers demonstrate knowledge of how to organize and manage differentiated literacy instruction and interventions to meet the needs of the full range of learners.

They apply the five key themes of literacy instruction as described below:

Meaning Making: Beginning multiple subject teachers understand that *meaning making* is the central purpose of reading, writing, spoken/signed language, and all forms of communication in all subjects. They effectively apply their knowledge of factors that affect meaning making, such as, for example, students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic language), and motivation (including connections to their daily lives and interests). They design lessons that

capitalize on and expand students' existing knowledge and language, and they draw on and expand students' interests and experiences.

They teach literal and inferential comprehension of text as well as critical reading. They identify challenges posed by complex texts and support students' ability to navigate increasingly complex text of a variety of forms and organizational patterns (including but not limited to traditional texts, music, maps, graphics, charts, timelines, images, and multimodal text such as podcasts and videos). They help students learn to read strategically, analytically, critically³, and with a critical lens, and write and converse meaningfully about content across the curriculum, and monitor their understanding.

They use teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers and writers, and they integrate the use of language arts skills of reading, writing, listening, and speaking. They help students develop increasingly sophisticated oral and written interpretations of texts and presentations, including identifying and citing specific evidence, expressing an opinion, explaining their reasoning and defending a point of view, and developing and supporting an argument, as appropriate to the grade level, student knowledge and skill level, and content area.

Language Development: Beginning multiple subject teachers design instruction and create environments that foster language development for all students, including English learners. They provide opportunities and models for students to develop oral and written communication skills on an increasingly complex level as students move through the elementary grades. They help students understand the importance of well-developed vocabulary in their literacy development and knowledge acquisition, and they demonstrate effective teaching of vocabulary both explicitly through word study (including examination of morphology and etymology where and as appropriate) and indirectly through the use of wide reading of appropriate high quality literature, informational, technical, and other texts in the discipline(s), rich oral language interactions, and context. Beginning teachers learn how to facilitate students' learning of complex sentence and text structures. They plan for and encourage students' use of academic language across the content areas. Beginning teachers demonstrate their knowledge about how English works, language acquisition, relationships among languages (spoken and written), culturally and linguistically sustaining instructional practices.

Beginning multiple subject teachers understand and can explain the advantages of multilingualism and multiliteracy, how becoming increasingly literate in one language supports and enhances literacy in another language, and the importance of transfer between languages, and for students who speak one or more languages than English, they are able to support their students in transferring skills across these multiple languages.

³ Reading *strategically, analytically, and critically* refers to the skills of adjusting reading based on purpose, using reading strategies to understand, think about, analyze, and critique increasingly complex texts, as well as to question an author's intent, purpose, and bias

Effective Expression: Beginning multiple subject teachers support students' ability to *effectively express* themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication within each content area. They teach students how to effectively use language and other forms of communication, such as images and graphics, for different purposes, including to share narratives and convey ideas, information, opinions, and arguments as appropriate to students' grade and developmental levels.

They teach students to write, present, and discuss so that meaning is conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. They ensure that students can apply knowledge of conventions (e.g., grammar, punctuation, capitalization, and spelling) as appropriate for the grade level and context. They use appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/argumentative, informative/explanatory, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline. They provide instruction that fosters students' ability to identify and evaluate effective practices of authors and speakers (including through a critical lens as they question authors'/speakers' perspectives and intentions).

Beginning multiple subject teachers demonstrate an understanding of the value of the use of a variety of language strategies and practices whereby multilingual speakers use their languages as an integrated system of communication, often simultaneously, within the learning environment (translanguaging⁴ techniques) as an effective practice when supporting the development of expression in a variety of contexts.

Content Knowledge: Beginning multiple subject teachers understand the reciprocal relationship between language and literacy development and content knowledge as well as the different literacy, linguistic, and cognitive demands of each discipline. They demonstrate the ability to address these demands as they integrate instruction in reading, writing, using and interpreting visual representations, and oral/signed communication into every subject area.

They provide opportunities for students to read purposefully, listen attentively, and participate in discussion to build discipline-specific knowledge in the content areas. They use strategies for capitalizing on and extending students' background knowledge and language relevant to a particular text and/or discipline. Beginning teachers promote students' engagement in research, inquiry and project-based learning where and as appropriate to expand students' knowledge and pique their interest in the content. They provide access to the content curriculum through appropriate integrated and designated language development practices and strategies for English learners. They help students understand the strengths and limitations

⁴ **Translanguaging techniques:** Translanguaging fosters linguistic diversity within the classroom by valuing the use of multiple languages to leverage and apply students' background language knowledge to support and promote learning.

of media and multiple information sources within the content discipline(s) and to evaluate the credibility of information obtained through these sources.

Foundational Skills: Beginning multiple subject teachers demonstrate understanding of the crucial role of the foundational literacy skills of reading, and they are able to assess, plan for, explicitly teach, and support students' development of print concepts, phonological and phonemic awareness, phonics, word recognition, and fluency. They demonstrate instruction that ensures the application of these skills in learning to read and communicate their ideas, opinions, and knowledge in writing in a variety of contexts and learning experiences. Beginning teachers promote students' understanding of the alphabetic principle, ability to read single-syllable and multisyllabic words, and acquisition of accurate and rapid word recognition (including teaching sight words). Beginning teachers demonstrate understanding of how to use the relationship among foundational skills, spelling, and morphology to advance students' reading and writing development. They recognize in their planning, instruction, and assessment practices that students' literacy needs may be affected and influenced by the students' prior schooling experiences, current level of foundational skills knowledge, the language of instruction, the relationship between the students' primary language and English (for English learners), and the students' prior content knowledge.

Appendix F

Draft TPE Language for Single Subject English Teacher Candidates

Teaching English Language Arts in a Single Subject Assignment

Beginning Single Subject English Language Arts (ELA) teachers understand and use the California Standards in English Language Arts, Literacy, and English Language Development (ELD) as required resources for planning and implementing instruction with students. Beginning single subject ELA teachers study, observe, and practice the five key themes of a robust and comprehensive literacy instructional program: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills. They integrate and apply the five key themes of literacy instruction, consistent with the grade levels, developmental levels, literacy learning needs, and prior knowledge and experiences of their students, to advance students' English Language Arts/English Language Development as described below. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards.

They understand principles of language acquisition and learning (including first, dual, and multiple languages as well as Standard English), consistent with the principles of the *ELA/ELD Framework*. They demonstrate how to make English Language Arts comprehensible to students at various English language proficiency levels and they model and encourage the use of all forms of language as tools for thinking, learning, and communicating, including academic discourse and structured conversations across disciplines.

Beginning single subject teachers know how to determine or assess the skill level of students through the use of meaningful indicators of literacy proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform and adjust instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Beginning single subject teachers demonstrate the ability to use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students. They are able to analyze and interpret results to plan effective and differentiated literacy instruction and appropriate interventions for students as needed. Beginning teachers demonstrate knowledge of how to organize and manage differentiated literacy instruction and interventions to meet the needs of the full range of learners.

Meaning Making: Beginning single subject /ELA teachers help students understand that meaning making is the central purpose of reading, writing, oral/signed language, and all other forms of communication in all subjects. Beginning teachers effectively apply their knowledge of factors that affect meaning making, such as, for example, students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students'

academic language), and motivation (including connections to their daily lives and interests). They design lessons that capitalize on and enrich students' knowledge and language, draw on and expand students' interests and experiences, and help motivate students' interest in the content of the curriculum.

Beginning single subject ELA teachers teach literal and inferential comprehension of text as well as reading with a critical lens. They teach students to recognize and use text features and structures to facilitate and communicate meaning, and they teach them to cite specific evidence when offering an oral or written analysis of a text or presentation and supporting an argument with claims. Beginning single subject ELA teachers identify challenges posed by complex texts and support students' ability to navigate text of a variety of forms and organizational patterns (including but not limited to traditional texts, music, maps, graphics, charts, timelines, images, and multimodal text such as podcasts and videos), to read strategically, analytically, critically, and with a critical lens, and to monitor their understanding as they become increasingly independent in reading texts inside and outside of class. They employ teaching strategies throughout the instructional cycle—before, during, and after students engage with text as readers and writers—that promote meaning making and integrate the language arts (i.e., reading, writing, listening, and speaking).

Language Development: Beginning single subject ELA teachers design instruction and create environments that foster language development for all students, including English learners. They provide opportunities and models for students to develop oral and written communication skills. They understand the importance of well-developed vocabulary as well as its role in literacy development and knowledge acquisition, and they understand how to teach vocabulary both explicitly through word study (including examination of morphology and etymology) and indirectly through the use of wide reading of high quality literature and other text, rich oral language interactions, and context. Beginning teachers learn how to facilitate students' deeper understandings of syntax (i.e., the way that words are combined into phrases and sentences and the way that sentences are structured and ordered to convey particular meanings) and the structure of complex texts. They plan for and foster students' use of general academic and subject-specific language across the content areas. Beginning single subject ELA teachers demonstrate their knowledge about how English works, language acquisition, relationships among languages (spoken and written), and culturally and linguistically sustaining instructional practices. Beginning teachers understand the advantages of multilingualism and multiliteracy, how becoming increasingly literate in one language supports and enhances literacy in another language, as well as the importance of transfer between languages, and they are able to support their students in transferring skills across their multiple languages.

Effective Expression: Beginning single subject ELA teachers teach students how to effectively use language and other forms of communication, such as images and graphics, for different purposes, including to share narratives and convey ideas, information, opinions, and arguments. They teach students to write, present, and discuss so that meaning is conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. They select appropriate teaching strategies to develop students' abilities to write increasingly more

sophisticated argumentative, informative/explanatory, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline. They provide instruction that fosters students' ability to identify and evaluate effective practices of authors and speakers (including through a critical lens as they question authors'/speakers' perspectives and intentions). They support students in learning to critically view their own writing, to strengthen the focus or controlling idea, to improve support and organization, and to edit or proofread text for correctness, for logical progression and connection of ideas, syntax, grammar, punctuation, and spelling. Beginning single subject ELA teachers demonstrate an understanding of the value of translinguaging⁵ techniques as an effective practice when supporting the development of expression in a variety of contexts.

Content Knowledge: Beginning single subject ELA teachers understand the reciprocal relationship between language and literacy development and content knowledge as well as the different literacy, linguistic, and cognitive demands of literary and informational texts. They demonstrate the ability to pair literary and informational texts and integrate instruction in reading, writing, using and interpreting visual representations, and oral/signed communication across text genres. They use strategies for capitalizing and extending students' background knowledge and language relevant to a particular text genre. Beginning single subject ELA teachers promote students' engagement in research, inquiry, and project-based learning and help students develop research questions, locate information from multiple sources, and evaluate its credibility. Beginning teachers plan opportunities for students to read independently across genres in ways that build on and expands students' interests and fosters engagement.

Beginning single subject ELA teachers model and assist students to develop digital literacy, and integrate information technology, and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines (including but not limited to social media, blogs, and academic publications). ([Framework](#), Chapter 10)

Foundational Skills: Beginning single subject ELA teachers demonstrate understanding of the crucial role of the foundational skills of reading in reading and writing development. They promote students' ability to read multisyllabic words and guide students in applying the foundational skills in a variety of reading and writing learning experiences. Beginning single subject ELA teachers apply their knowledge of the relationship among foundational skills,

⁵ **Translinguaging techniques:** the use of a variety of language strategies and practices whereby multilingual speakers use their languages as an integrated system of communication, often simultaneously, within the learning environment. Translinguaging fosters linguistic diversity within the classroom by valuing the use of multiple languages to leverage and apply students' background language knowledge to support and promote learning.

spelling, and morphology to advance students' reading and writing development. They support students in being metacognitive about their own problem-solving strategies while reading. Beginning teachers are able to identify students who need additional support with foundational skills and make appropriate referrals for assistance while supporting their continued practice and development within their grade-level English language arts classroom.