
3C

Information

Educator Preparation Committee

Assessing Literacy Instruction: Implementation of SB 488

Executive Summary: This agenda item provides information regarding the development of a literacy instruction performance assessment in response to SB 488 (Rubio) - Teacher credentialing: reading instruction (Chap. 678, Stats. 2021). Other requirements of the bill related to literacy instruction are also introduced.

Recommended Action: For information only

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Strategic Plan Goal

I. Educator Quality

- b) Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

Assessing Literacy Instruction: Implementation of SB 488

Introduction

This agenda item presents information regarding the development of a literacy instruction performance assessment in response to [SB 488](#) (Chap. 678, Stats. 2021) Teacher credentialing: reading instruction. Beginning July 1, 2025, the current version of the Reading Instruction Competence Assessment (RICA) will no longer be required, instead the law requires that the Commission develop and implement a literacy instruction performance assessment that assesses Multiple Subject and Education Specialist credential candidates for competence in instruction in literacy, including but not limited to evidence-based methods of teaching foundational reading skills. Competencies for this assessment must be aligned to the California State Board of Education (SBE) adopted English Language Arts/English Language Development Framework (ELA/ELD Framework), as well as Commission adopted Teaching Performance Expectations (TPEs), and program standards of quality and effectiveness.

Additional requirements of the bill as they relate to literacy instruction are also described within this item. A draft program resource guide that identifies the teaching knowledge, skills, and abilities necessary to implement effective literacy instruction has been developed for review and discussion by the Commission prior to a larger field review. This document is a compilation of state adopted materials that impact literacy instruction in California and is intended to serve as a resource and guide for teacher preparation programs to support effective preparation for literacy instruction.

Background

The Commission developed the Reading Instruction Competence Assessment (RICA) in response to the previous version of Education Code sections 44283 and 44283.2. As aligned with the prior language of this statute, current candidates have the option of taking and passing either the RICA Written Examination or the RICA Video Performance Assessment. The content specifications for the RICA were last revised in 2009.

Following the passage of [SB 488 \(Rubio\)](#), [Education Codes 44283](#) and [44283.2](#) were amended and [Education Code 44259 \(b\) \(4\) \(A\) and \(B\)](#) were added to require the Commission to complete a series of actions related to literacy instruction. These sections of statute, specify that the effective means of teaching literacy and evidence-based means of teaching foundational reading skills are included as part of the minimum requirements for a Multiple Subject credential, Single Subject credential in English, and Education Specialist credentials and requires that Commission standards and TPEs be in alignment with the current ELA/ELD Framework adopted by the State Board of Education. Some of the primary requirements established by SB 488 (Rubio) include:

- a. By September 1, 2022, the Commission will ensure that all the requirements regarding the content of teacher preparation in literacy instruction in [EC 44259 \(b\) \(4\) \(A\) and \(B\)](#) (see [Attachment A](#)) are included in the standards of program quality

and effectiveness for the preliminary Multiple Subject, Education Specialist, and Single Subject English Language Arts credentials. Although not required to be assessed by the new performance assessment for literacy instruction, Single Subject programs for English Language Arts are required to address the standards related to literacy instruction in coursework.

- b. By September 1, 2024, Commission standards and teaching performance expectations (TPEs) for preliminary multiple subject, single subject English language arts, and education specialist programs must include satisfactory completion of research-based comprehensive reading instruction; direct, systematic, explicit phonics; all of the requirements of existing law for the content of teacher preparation in literacy instruction, including those added by this measure, such as alignment with the state's [California Dyslexia Guidelines](#); and for Multiple Subject credentials and Education Specialist the study of integrated methods of teaching language arts.
- c. By July 1, 2025, the Commission must develop and implement a literacy instruction performance assessment that assesses all Multiple Subject and Education Specialist candidates for competence in effective means of teaching literacy, including but not limited to evidence-based methods of teaching foundational reading skills. This assessment must be aligned to the *ELA/ELD Framework*, Teaching Performance Expectations, and program standards of quality and effectiveness.

Preliminary Efforts to Inform Implementation of SB 488

In preparation to complete the complex work related to the development of a performance assessment for literacy instruction and because there have been numerous pedagogical developments in this important area in recent years, the Commission staff has begun examining the various aspects of this work.

Preliminary analysis of the [ELA/ELD Framework](#), the California Standards for [ELA/Literacy](#) and [ELD](#), the [California Comprehensive State Literacy Plan \(SLP\)](#), and the [California Dyslexia Guidelines](#) as they pertain to both local and state assessment and course content for pedagogy in literacy development, including reading instruction, has been developed as a program resource guide by a co-author of the ELA/ELD Framework in conjunction with Commission staff. This program resource guide ([Attachment B](#)) identifies the teaching knowledge, skills and abilities needed to provide literacy instruction that aligns with the ELA/ELD Framework and will be available for the future Design Team advising Commission staff and its technical contractor during the development of the literacy performance assessment and to Commission approved teacher preparation programs.

The content identified in this program resource guide is drawn primarily from current California state standards and the accompanying curriculum framework. The *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* identify four categories of content: Reading, Writing, Speaking and Listening, and Language. The *California English Language Development Standards: Kindergarten Through*

Grade 12 identify two categories of content: Interacting in Meaningful Ways; and Learning About How English Works. To address the categories from both sets of standards, five cross-cutting themes organize the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework)*. The themes include Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge.

This program resource guide is similarly organized by the five themes (called elements). One additional element—**Comprehensive and Integrated Literacy Model**—appears first and is drawn from the *California Comprehensive State Literacy Plan*. Intended to be applied across all five themes, this overarching element includes the following components:

- Multi-Tiered System of Support and Best First Instruction
- Access and Equity
- Instruction for English Learner (EL) Students
- California Dyslexia Guidelines
- Assessment System

A Comprehensive and Integrated Literacy Model ensures that high-quality literacy instruction occurs within the context of inclusive and equitable systems of schooling featuring high levels of engagement, a focus on continuous improvement, and application of the California Multi-Tiered System of Support Framework (MTSS) [SLP, p. 16].

In California, MTSS is an integrated, comprehensive framework that focuses on ELA/literacy standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success [SLP, p. 17]. Within the Comprehensive and Integrated Literacy Model, celebration of California's diverse student population and honoring the student's assets is imperative [SLP, p. 34].

Three other important state documents also informed the content of this document, including the [Resource Guide to the Foundational Skills of the California Standards for ELA/Literacy](#); the [California Digital Learning Integration and Standards Guidance](#); and the Commission's [Literacy Teaching Performance Expectations](#).

The program resource guide also contains citations indicating the source of the content and three appendices. Appendix A presents literacy content that candidates should know resulting from their elementary, secondary, and undergraduate education. Appendix B presents the specific Cross-Mode Language Processes identified in Part II of California ELD Standards. Appendix C presents recommended dyslexia screening and instructional practices of particular importance to the preparation of Education Specialists.

Plan for Implementation

By July 1, 2022, and annually thereafter, until the requirements are met, staff must report to the Legislature on its progress in meeting the requirements, including how community and education partners were engaged in the process of meeting the requirements of sections 44320.3, 44259.6 and 44259.7.

By September 1, 2022, staff will complete an analysis of the current program standards of quality and effectiveness and the literacy TPEs to ensure that the requirements of Education Code section 44259 are met including a field review. This first step will determine the work that must be accomplished in order to satisfy the September 1, 2024 deadline involving the Commission standards and the July 1, 2025, implementation of a new literacy performance assessment as delineated on page 2 of this item. An overview of the scope of work to be completed on a literacy instruction performance assessment is provided in the table below.

Commission staff and a technical contractor will work with an appointed, representative Design Team of educators with expertise in teaching literacy to develop a performance assessment in response to [SB 488](#) (Chap. 678, Stats. 2021). An initial timeline of work that will need to be completed specific to the development and implementation of a performance assessment follows:

| Contract Year | Overview of Scope of Work |
|------------------------|--|
| Year One – 2022-2023 | Begin development of literacy instruction performance assessment (secure contract, appoint design team) |
| Year Two – 2023-2024 | Continued development of literacy instruction performance assessment – Pilot Test |
| Year Three – 2024-2025 | Continued Development of literacy instruction performance assessment – Field Test and Standard Setting Study Administration, scoring, reporting, and maintenance of the literacy instruction performance assessment |
| Year Four – 2025-2026 | Administration, scoring, reporting, and maintenance of the literacy instruction performance assessment |

Next Steps

If directed by the Commission, staff will circulate the draft program resource guide to the field for review and feedback. Additionally, future items will be brought forward to the Commission providing an in-depth analysis of Commission standards, teaching performance expectations related to literacy, and the development of a literacy instruction performance assessment aligned with SB 488.

Attachment A

Education Code 44259 (b)

(4) Study of effective means of teaching literacy, including, but not limited to, the study of reading as described in subparagraphs (A) and (B), and evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs. The study of effective means of teaching literacy shall be in accordance with the commission's standards of program quality and effectiveness and current teaching performance expectations, shall be aligned to the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the state board, and shall incorporate the program guidelines for dyslexia developed pursuant to Section 56335. The study of reading shall meet the following requirements:

(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research based and includes all of the following:

- (i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.
- (ii) A strong literature, language, and comprehension component with a balance of oral and written language.
- (iii) Ongoing diagnostic techniques that inform teaching and assessment.
- (iv) Early intervention techniques.
- (v) Guided practice in a clinical setting.

(B) For purposes of this section, "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text, and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

(C) A program for the multiple subject teaching credential and the education specialist teaching credential also shall include the study of integrated methods of teaching language arts.

Attachment B
Knowledge, Skills, and Abilities Needed to Teach
English Language Arts/Literacy and English Language Development

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Introduction

The purpose of this resource guide is to identify the content (i.e., knowledge, skills, and abilities) that beginning Multiple Subject teachers and Education Specialist teachers should know and be able to apply in order to implement effective literacy instruction. This resource is intended to provide guidance for program planning in teacher preparation and the development of a performance assessment to replace the Reading Instruction Competence Assessment pursuant to SB 488 as approved in 2021.

The content identified in this document is drawn primarily from current California state standards and accompanying curriculum framework:

- The ***California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*** identify four strands of ELA/Literacy—Reading, Writing, Speaking and Listening, and Language – that students are expected to achieve by the end of each grade. Although divided into strands for conceptual clarity, the ELA/literacy standards propose an integrated model of instruction in which the processes of communication are closely connected.
- The ***California English Language Development Standards: Kindergarten Through Grade 12*** divide English as an additional language into three broad categories – Part I: Interacting in Meaningful Ways; Part II: Learning About How English Works; and Part III: Using Foundational Literacy Skills—that students are expected to achieve at each grade. In addition, the standards present an increasing continuum of English language proficiency levels—Emerging, Expanding, and Bridging. The ELD standards are derived from and correspond to the standards for ELA/literacy; as such, they are designed to be used in tandem with ELA/literacy standards. Likewise, the parts of the ELD standards are complementary and interrelated and should also be used in tandem.
- To address both sets of standards, the ***English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework)*** is organized by five crosscutting themes – **Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge**. The themes reinforce the interrelated nature of both sets of standards, highlighting the reciprocal and inextricable relationship among knowledge, literacy, and language.

This resource guide is similarly organized by the five themes (called elements). One additional element – **Comprehensive and Integrated Literacy Model** – appears first and is drawn from the ***California Comprehensive State Literacy Plan***. Intended to be applied across all five themes, this overarching element includes the following components:

- Multi-Tiered System of Support and Best First Instruction
- Access and Equity
- Instruction for English Learner (EL) Students
- California Dyslexia Guidelines
- Assessment System

The *California Comprehensive State Literacy Plan* builds on the vision for ELA/literacy and ELD instruction promoted by the *ELA/ELD Framework* [pp. 4-10, 53]:

- **Overarching Goals** – By the time California’s students complete high school, they have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired the skills for living and learning in the 21st century.
- **Guiding Principles** – The framework asserts the following principles: schooling should help all students achieve their highest potential; the responsibility for learners’ literacy and language development is shared; ELA/literacy and ELD curricula should be well-designed, comprehensive, and integrated; effective teaching is essential to student success; and motivation and engagement play crucial roles in learning.
- **Circles of Implementation** – The framework also asserts that the context for learning should be integrated, motivating, engaging, respectful, and intellectually challenging for all students; that standards define year-end expectations for student knowledge and abilities and that ELD standards also identify proficiency level expectations; and that taken together the themes and the standards guide instructional planning and observation of student progress. The aim is to ensure that all students – EL students, standard English learners, students who experience difficulty reading, students with disabilities or dyslexia, and others – have full access to and succeed in ELA/literacy and other disciplines.

Four other important state documents also informed the content of this resource, including the **Resource Guide to the Foundational Skills of the CA Standards for ELA/Literacy**; the *California Dyslexia Guidelines*; the *California Digital Learning Integration and Standards Guidance*; and the Commission’s **Literacy Teaching Performance Expectations**.

The charts that follow for each element identify the essential literacy content to be addressed in teacher preparation based on the content students are to learn, important milestones in students’ development, and associated instructional procedures. Generally, the content reflects expectations for kindergarten through grades five and six. Citations with standard numbers (e.g., RF.1.3) or page numbers (e.g., FW, p. 251) are indicated wherever appropriate; their purpose is to provide the source(s) of the identified content. See the citation abbreviations on the next page for details.

Special Notes:

- Placement of the foundational skills chart before the charts for the other four themes is intended to highlight the important role of foundational skills in the primary grades.
- Although this document details critical content to support the teaching of EL students, additional content to support their instruction is identified in the California Teaching Performance Expectations.

Finally, the document contains three appendices. [Appendix A](#) presents literacy content that candidates should know resulting from their elementary, secondary, and undergraduate education. [Appendix B](#) presents the specific Cross-Mode Language Processes identified in Part II of California ELD Standards. [Appendix C](#) presents recommended dyslexia screening and instructional practices of particular importance for the preparation of Education Specialists.

Citation Abbreviations

| Abbreviation | Document | Sample Format |
|--------------|---|--|
| ELA | <i>California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</i> | <p>Official format for ELA standards, e.g., RI.K-12.8 = Reading Standards for Informational Text, Grades K-12, Standard 8</p> <p>Other abbreviations:</p> <ul style="list-style-type: none"> RL = Reading Standards for Literature RF = Reading Standards for Foundational Skills W = Writing Standards SL = Speaking and Listening Standards L = Language Standards <p>Grades 6-12 only</p> <ul style="list-style-type: none"> RH = Reading Standards for Literacy in History/Social Studies RST = Reading Standards for Literacy in Science and Technical Subjects WHST = Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects <p>ELA, pp. 3-5 = page numbers in published document</p> |
| ELD | <i>California English Language Development Standards: Kindergarten Through Grade 12</i> | <p>Official format for ELD standards, e.g., ELD.PII.K-12.4 = ELD, Part II, Grades K-12, Standard 4</p> <p>Other abbreviations:</p> <ul style="list-style-type: none"> PI = Part I <p>ELD, p. 152 = page number in published document</p> |
| FW | <i>English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve</i> | FW, pp. 88-90 = page numbers in published document |
| FSG | Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy | FSG, p. 3 = page number in posted document |
| SLP | <i>California Comprehensive State Literacy Plan</i> | SLP, pp 11-12 = page numbers in posted document |
| DXG | <i>California Dyslexia Guidelines</i> | DXG, pp. 64-66 = page numbers in published document |
| DLSG | <i>California Digital Learning Integration and Standards Guidance</i> | DLSG, pp. 262-263 = page numbers in posted document |
| LTPE | <i>Literacy Teaching Performance Expectations</i> | LTPE, pp. 4-5 = page numbers in posted document |

See the list of references at the conclusion of this document for full bibliographic information, including website addresses.

I. Comprehensive and Integrated Literacy Model

Overview: A Comprehensive and Integrated Literacy Model ensures that high-quality literacy instruction occurs within the context of inclusive and equitable systems of schooling featuring high levels of engagement, a focus on continuous improvement, and application of the California Multi-Tiered System of Support Framework (MTSS) [SLP, p. 16]. In California, MTSS is an integrated, comprehensive framework that focuses on ELA/literacy standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success [SLP, p. 17]. Within the Comprehensive and Integrated Literacy Model, celebration of California’s diverse student population and honoring the assets students bring with them to school is imperative [SLP, p. 34].

Consistent with the organization of the *ELA/ELD Framework*, five components of the Comprehensive and Integrated Literacy Model are included as Essential Literacy Content to Be Addressed in Teacher Preparation: Multi-Tiered System of Support Framework; Access and Equity; Instruction for Students who Are English Learners; California Dyslexia Guidelines; and Assessment System.

| Comprehensive and Integrated Literacy Element | Essential Literacy Content for Teacher Preparation |
|---|--|
| <p>Multi-Tiered System of Support Framework FW, pp. 8, 91-103, 910-916; Supporting Students Strategically, pp. 164-166, 315-317, 421, 541-543, 715-717 FSG, pp. 15-19 DXG, pp. 45-48</p> | <ul style="list-style-type: none"> • Demonstrate knowledge of California’s MTSS Framework: <ul style="list-style-type: none"> ○ High-quality, standards-aligned literacy instruction (best first instruction) for all students (Tier 1) [SLP, p. 17] ○ Strategic, targeted instruction and support for students who are not progressing or responding to Tier 1 literacy instruction as expected (Tier 2) [SLP, p. 18] ○ Appropriate referrals for students who have not benefitted sufficiently from Tier 2 supplemental instruction and who need intensive intervention, including students who may have dyslexia (Tier 3) [SLP, p. 18; DXG, pp. 14-15, 45-48] • Understand how to provide best first instruction for all students and strategic, targeted instruction for students who are not progressing, including referrals for intensive intervention as appropriate [SLP, pp. 16-18, 21, 33-34, 42, 78-79, 87, 89, 96]. |
| <p>Access and Equity FW, pp. 879-936 & throughout</p> | <ul style="list-style-type: none"> • Demonstrate knowledge of the principles of access and equity [SLP, pp. 34-35], including <ul style="list-style-type: none"> ○ Celebration of diversity, including representation of students’ cultures and languages in classroom and library texts and other instructional materials [FW, pp. 3-4; SLP, pp. 39, 93] |

| Comprehensive and Integrated Literacy Element | Essential Literacy Content for Teacher Preparation |
|---|---|
| SLP, pp. 17-18, 29-31, 34-39, 83-89, 92-96 | <ul style="list-style-type: none"> ○ Asset-based approaches, including pedagogies that are culturally sustaining, culturally and linguistically responsive, and culturally relevant [FW, pp. 7-8, 64-66, 94; SLP, pp. 33, 38] ○ Universal Design for Learning [FW, pp. 910-913; SLP, pp. 17, 106] ● Understand how to apply the principles of access and equity in classroom instruction. |
| <p>Instruction for English Learner Students</p> <p>ELD, pp. 8-16, 148-153, 160-175</p> <p>FW, pp. 31, 102, 104-119, 162-164, 167-168, 314-315, 317-318, 419-421, 422-423, 539, 543-547, 713, 718-722 (See also the ELD sections for each grade level in chapters 3-6.)</p> <p>SLP, pp. 15, 19, 24, 29-30, 34-39, 83-87, 89-90, 92-96</p> <p>LTPE, pp. 3, 4, 5, 6</p> | <ul style="list-style-type: none"> ● Demonstrate knowledge of the English language development proficiency level continuum [ELD, pp. 18-24]. ● Demonstrate knowledge of and ability to provide integrated ELD using the California ELD standards [ELD, p. 175]. <ul style="list-style-type: none"> ○ Demonstrate knowledge of the communicative modes—Collaborative (engagement in dialogue with others); Interpretive (comprehension and analysis of written and spoken texts); and Productive (creation of oral presentations and written texts)—in Part I: Interacting in Meaningful Ways of the ELD Standards [ELD, Critical Principles]. ○ Understand how to promote EL students’ use of language to gain and exchange information and ideas using the communicative modes [ELD, Critical Principles]. ○ Demonstrate knowledge of the cross-mode language processes—Structuring Cohesive Texts; Expanding and Enriching Ideas; and Connecting and Condensing Ideas—in Part II: Learning About How English Works of the ELD Standards [ELD, Critical Principles]. (See Appendix B for more information on cross-mode language processes.) ○ Understand how to promote EL students’ application of language knowledge to academic tasks via cross-mode language processes using various linguistic resources [ELD, Critical Principles]. ● Understand the principles of designated ELD [ELD, p. 175]. ● Understand how to engage EL students at all levels in intellectually challenging literacy and disciplinary literacy tasks [ELD, Critical Principles, pp. 26, 36, 46, 56, 66, 76, 86, 98, 110, 122, 134; FW, pp. 67-68]. ● Understand how to promote EL students’ use of language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts and other subjects [ELD, Critical Principles]. |
| California Dyslexia Guidelines | <ul style="list-style-type: none"> ● Demonstrate knowledge of indicators of potential dyslexia [DXG, pp. 14-15]. <ul style="list-style-type: none"> ○ Difficulties with accurate and fluent word recognition and poor spelling and decoding abilities |

| Comprehensive and Integrated Literacy Element | Essential Literacy Content for Teacher Preparation |
|---|--|
| DXG, pp. 1-125 SLP, pp. 30, 77, 79, 86-89, 95-96 DLSG. P. 264 LTPE, pp. 1-2 | <ul style="list-style-type: none"> ○ Deficits in the phonological components of language ○ Difficulties that are unexpected in relation to other cognitive abilities ○ Inadequate response to effective instruction and intervention. [DXG, pp. 56-57] ● Demonstrate knowledge of skills that should be assessed to screen for potential dyslexia [DXG, pp. 50-52]. ● Demonstrate knowledge of effective approaches for teaching students with dyslexia [DXG, pp. 65-67]. (See Appendix C for specific screening and instructional recommendations that are most appropriate for Education Specialists [DXG, pp. 50-57, 67-71].) |
| Assessment System FW, pp. 819-872 FSG, pp. 3, 6, 10, 12-13, 18-19 SLP, pp. 17, 30-33, 55-66, 86-89 LTPE, pp. 1, 2, 4, 5, 6 | <ul style="list-style-type: none"> ● Demonstrate knowledge of the purposes and uses of literacy assessment: <ul style="list-style-type: none"> ○ Assessment <i>for</i> learning (formative assessment) ○ Assessment <i>of</i> learning (summative assessment) [FW, pp. 96-98, 822-825] ● Demonstrate knowledge of assessment literacy, including <ul style="list-style-type: none"> ○ Use of assessment cycles ○ Student involvement ○ Assessment of ELD ○ Assessment for intervention ○ Technical quality of assessments ○ Assessments mandated in California [FW, pp. 819-872] |

II. Theme: Foundational Skills

Overview: Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. ***Their achievement is crucial, warranting high priority instructional attention in the early school years and thereafter as needed.*** Students who know how to decode, develop automaticity with an increasing number of words, and become fluent users of written language are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills. [FW, pp. 89-90; DLSG, pp. 262-263, 270-271]

Consistent with the organization of the *ELA/ELD Framework*, four components of Foundational Skills are included as Essential Literacy Content to Be Addressed in Teacher Preparation: General; Print Concepts; Phonological Awareness; Phonics and Word Recognition; and Fluency.

| Foundational Skills Element: General | Essential Literacy Content for Teacher Preparation |
|--|---|
| FW, pp. 89-90, 150-152, 162-164, 180-182, 212, 247, 310, 314-315, 326, 362, 417, 419-421, 439, 473-474, 538-539, 564-565, 597, 634-635, 712-713 FSG, pp. 1-23 SLP, pp. 24, 52, 78-79, 82 DLSG, pp. 286-288 [TK], 303-306 [K], 321-324 [1st], 346-348 [2nd], 364-366 [3rd], 388-389 [4th], 409-410 [5th], 434 [6th] LTPE, pp. 1, 4-5, 8 | <p>Broad Content</p> <ul style="list-style-type: none"> • Understand the value of repeated practice and application of skills in meaningful contexts [FW, pp. 9, 251; FSG, pp. 7, 10, 15]. <p>Assessment and Tiered Instruction</p> <ul style="list-style-type: none"> • Understand how to observe, assess, and analyze student evidence of mastery and application of foundational skills to determine learning progress, next instructional steps, and needed interventions [FW, pp. 96-98; FSG, pp. 3, 6, 10, 12-13, 18-19]. • Demonstrate knowledge of the critical milestones of foundational skill development [FSG, pp. 16-17] and appropriate modifications for students who have not achieved them, including students with dyslexia [FSG, pp. 15-19; DXG, pp. 14-15]. <p>Comprehensive and Integrated Literacy</p> <ul style="list-style-type: none"> • Demonstrate understanding of the components of comprehensive and integrated literacy and their application to Foundational Skills. (For details, see Element I.) |

| Foundational Skills Element: Print Concepts | Essential Literacy Content for Teacher Preparation |
|--|---|
| <p>RF.K-1.1 FW, p. 152, 182, 212-213, 247 FSG, pp. 3-4</p> | <ul style="list-style-type: none"> • Demonstrate knowledge of important milestones in children’s development of print concepts, including: <ul style="list-style-type: none"> ○ Understanding that spoken words are represented in written language by specific sequences of letters [RF.K.1b] ○ Recognizing and naming all upper- and lowercase letters of the alphabet [RF.K.1d] ○ Printing upper- and lowercase letters—many in kindergarten [L.K.1a] and all in grade 1 [L.1.1a] ○ Instruction should be finished by the end of grade 1 (as standards for print concepts are only at kindergarten and grade 1). • Demonstrate knowledge of additional components of print concepts, including: <ul style="list-style-type: none"> ○ Print is read left to right, top to bottom, and page by page [RF.K.1a] ○ Words are separated by spaces [RF.K.1c] ○ Parts of a book include the front cover, back cover, and title page [RI.K.5] ○ Types of texts include storybooks, poems, fantasy, and realistic text [RL.K.5] ○ Role and identification of author and illustrator [RL/RI.K.6] ○ Sentences distinguished by certain features, such as capitalization of the first word and ending punctuation [RF.1.1a] ○ Basic conventions of capitalization, punctuation, and spelling when writing [L.K-1.2] • Understand how to teach print concepts so that children can name letters accurately, confidently, and effortlessly [FSG, p. 3]. • Understand best practices for teaching print concepts, including: <ul style="list-style-type: none"> ○ Teaching uppercase letters before lowercase letters [FSG, p. 3] ○ Providing more time (as needed) for visually similar letters (b, d, p, q) or letters that appear in different forms in upper- and lowercase (E, e, R, r) [FSG, p. 3] ○ Teaching letter sounds later to avoid overwhelming children [FSG, p. 3] ○ Coordinating instruction [FSG, p. 4] with craft and structure of literature and informational texts [RL/RI.K-1.5-6] and writing [W.K-1.1-3] ○ Providing the appropriate amount of attention to teaching print concepts—neither too little nor too much [FW, p. 213; FSG, p. 3] • Understand that instruction and practice in print concepts should be based on assessment, primarily formative assessment, to determine what children already know and what they need to learn [FW, p. 212-213; FSG, p. 3]. |

| Foundational Skills Element: Phonological Awareness | Essential Literacy Content for Teacher Preparation |
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| <p>FW, pp. 152-155, 182-183, 214-215, 247-249</p> <p>FSG, pp. 4-6</p> <p>SLP, pp. 79-80</p> | <p>Broad Content</p> <ul style="list-style-type: none"> • Demonstrate knowledge of phonological awareness and phonemic awareness and their distinctions: <ul style="list-style-type: none"> ○ Phonological awareness – the awareness of and ability to manipulate the sound units in spoken language, including syllables; onsets and rimes (subsyllabic units consisting of the sound(s) preceding the vowel and the vowel and subsequent sounds); and phonemes (smallest units of speech individual speech sounds) [FW, p. 182; FW, p. 153: Figure 3.8; FSG, p. 4] ○ Phonemic awareness – the awareness of and ability to manipulate the individual sounds (phonemes) in spoken words [FW, p. 153; FSG, p. 5] ○ General progression of phonological skills, including syllable counting or identification; onset and rime manipulation; and phoneme manipulation [FW, p. 153; FSG, pp. 4-5] • Demonstrate awareness of the 43 commonly identified English phonemes and their symbols [FW, p. 154: Figure 3.9] • Demonstrate awareness that the progression of phonological skills also includes rhyme recognition and repetition and creation of alliteration [FW, p. 155] • Understand principles for sequencing instruction in phonological awareness: <ul style="list-style-type: none"> ○ Progress from larger units to smaller units ○ Progress from recognition to production (e.g., pointing to the picture vs. blending the sounds to make a word) ○ Progress from (generally) least to most difficult in sound unit manipulation, i.e., sound unit identity, isolation, blending, segmentation, addition, substitution, deletion [FW, p. 155; FSG, pp. 4-5]. Note that blending and segmentation are the most important. ○ Progress from easier to more complex concepts [FW, pp. 155, 249; FSG, pp. 4-5] ○ Not all children progress in staircase fashion [FSB, p. 5] • Understand principles of effective instruction in phonological awareness: <ul style="list-style-type: none"> ○ Sequenced in accordance with progressions ○ Focused on ultimate development of phoneme blending and segmentation given their close relation to reading and writing ○ Designed to be engaging, of short duration, and conducted with small groups with similar skills [FW, pp. 155, 181-183, 214-215, 248; FSG, p. 5] • Understand the value of coordinating instruction of phonological awareness with other components that contribute to phonological awareness: |

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| <p>Foundational Skills Element: Phonological Awareness</p> | <p style="text-align: center;">Essential Literacy Content for Teacher Preparation</p> |
| | <ul style="list-style-type: none"> ○ Knowledge of letter names [RF.K.1d] and letter-sound correspondences [RF.K.3ab, RF.1.3a] ○ Decoding regularly spelled one-syllable words [RF.1.3b] ○ Spelling [L.K.2cd; L.1.2de] ○ Writing [W.K-1.1-3] ○ Vocabulary [RL/RI.K-1.4; L.K-1.4-6] [FSG, p. 6] ● Understand that breadth of vocabulary contributes to development of phonological awareness. The more words in a child’s vocabulary, the more likely that some words that are phonologically similar (<i>cup, cap</i>). Distinguishing between phonologically similar words demands great attention to individual sounds. [FSG, p. 6] <p>Assessment and Tiered Instruction</p> <ul style="list-style-type: none"> ● Understand how to assess what children know in phonological awareness and how to progress from that point to what they need to learn ● Demonstrate knowledge of important milestones in children’s development of phonological awareness: <ul style="list-style-type: none"> ○ Prospective readers of English are likely to grasp logic of written system when they achieve most difficult level of phonological awareness, phonemic awareness [FW, pp. 153, 214-215; FSG, p. 4]. ○ Take advantage of reciprocal relationship between phonics and phonological awareness by tying phonological awareness instruction to phonics instruction near the end of kindergarten and throughout grade one [FW, p. 248; FSG, p. 5]. ● Understand that children not demonstrating progress in mid-kindergarten may need additional instructional attention [FSG, p. 6] <ul style="list-style-type: none"> ○ Paired-associate learning (responding with the sound when presented with a letter) is not an indicator that child understands phonological basis of spoken language and relationship to printed language [FSG, pp. 5-6]. ○ Attention to place and manner of articulation of phonemes may be helpful if students are experiencing difficulty [FSG, pp. 5]. [FW, p. 155, 165-166, 248-249] |

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| Foundational Skills Element: Phonological Awareness | <p style="text-align: center;">Essential Literacy Content for Teacher Preparation</p> |
| | <p>English Learner Students</p> <ul style="list-style-type: none"> • Understand cross-language relationships, including similar and dissimilar letter-sound relationships, and their implications for instruction [FW, pp. 105-106, 162, 163-164: Figure 3.11] |

| Foundational Skills Element: Phonics and Word Recognition | Essential Literacy Content for Teacher Preparation |
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| <p>FW, pp. 156-161, 183-184, 215-217, 249-254, 310-313, 327-329, 362-364, 417-418, 439</p> <p>FSG, pp. 6-13</p> <p>SLP, pp. 79-80</p> | <p>Broad Content</p> <ul style="list-style-type: none"> • Understand that the point of decoding is for children to access meaning and that children should expect to generate a word when decoding that is meaningful [FW, pp. 151, 160; FSG, p. 7]. • Demonstrate knowledge of key components of phonics and word recognition: <ul style="list-style-type: none"> ○ Letter-sound and spelling-sound correspondences ○ Word parts: syllables and morphemes ○ Irregularly spelled words (<i>said, was, they</i>) [FW, p. 156; FSG, p. 6] • Understand that children use the key components of phonics and word recognition to decode (access language that has been recorded in print), including words never before encountered in print, and to encode language into print (write/spell) [FW, pp. 156, 250; FSG, p. 6]. • Understand that irregularly spelled words, including many high-frequency words, should be taught as sight words and learned as wholes [RF.K.3c; FW, pp. 152, 156, 158, 251; FSG, pp. 7, 12]. • Demonstrate knowledge of irregular words—words for which decoding is less useful: <ul style="list-style-type: none"> ○ Importance of learning to rapidly recognize high-frequency words with irregular or uncommon spelling-sound patterns to developing automaticity ○ Words that are temporarily irregular because relevant letter-sound or spelling-sound correspondences have not yet been taught [RF.K.3c]. [FW, pp. 152, 156, 158; FSG, 12] • Demonstrate knowledge of the alphabetic principle (letters and letter combinations represent the sounds of spoken language) and the importance of children progressing from partial to full alphabetic decoding [FW, pp. 152, 156, 160, 249-250, 328-329; FSG, pp. 7-8, 9]. • Understand that decoding involves matching product of attempts at sounding and blending a word with words that exist in children’s phonological and semantic memories. Sounding out or decoding a new word connects letters or letter combinations with the sounds they represent and blends those sounds into a recognizable spoken word and its meaning. [FW, p. 160] <ul style="list-style-type: none"> ○ Children match possible pronunciations with the printed word [FW, p. 160] ○ Children also learn to use context to confirm or self-correct word recognition [RF.1-5.4c; FW, p. 160] as well as morphology and glossaries [FSG, p. 9]. |

| Foundational Skills Element: Phonics and Word Recognition | Essential Literacy Content for Teacher Preparation |
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| | <ul style="list-style-type: none"> • Understand that the English alphabetic system is not a transparent orthography in which there is a one-to-one match between letters and sounds but rather an opaque or deep orthography that uses 26 letters to represent more than 40 sounds [FW, p. 152; FSG, p. 8]. • Demonstrate knowledge of key terminology in phonics and word recognition: <ul style="list-style-type: none"> ○ Consonant ○ Short vowel ○ Long vowel ○ Diphthong ○ Consonant blend ○ Consonant digraph ○ Grapheme ○ Letter-sound correspondence ○ Spelling-sound correspondence ○ Morpheme (morphology) ○ Affix ○ Prefix ○ Suffix ○ Decodable words ○ Sight words (two meanings) ○ Irregularly spelled high-frequency words [FW, pp. 156, 157-158: Figure 3.10] ○ Continuous sound [FW, pp. 155, 159-160; FSG, pp. 4-5] ○ Stop sound [FW, pp. 155, 159, 254; FSG, pp. 4-5] ○ Full alphabetic decoding [FW, pp. 160, 249-250, 328-329; FSG, p. 9] ○ Partial alphabetic decoding [FW, pp. 249-250, 328-329; FSG, p. 9] ○ Multisyllabic words [FW, pp. 310, 363-364; FSG, p.11] ○ Syllable patterns/types [FW, p. 312: Figure 4.11; FW, pp. 363-364, 422; FSG, p. 11] ○ Inflectional ending [FW, p. 158] ○ Derivation [FW, p. 158] ○ Connected text [FW, p. 249; FSG, p. 10] |

Automaticity

- Demonstrate knowledge of automaticity (decode nearly effortlessly and with little conscious attention) and its importance for children learning to decode [FW, p. 152, 156, 254; FSG, pp. 1, 7, 10-11, 13-14].
- Understand how children achieve automaticity:
 - Practice decoding a variety of words containing the letter-sound and spelling-sound patterns they are learning
 - Amount of practice needed will vary by child
 - Repeated encounters with words with widely occurring multiletter word patterns, such as *at* in *cat/bat/rat*, *ight* in *night/flight/right*, and *udge* in *judge/grudge/ fudge*, supports word reading automaticity.
 - The more students engage with print, the more words they learn. [FW, pp. 152, 156, 254; FSG, pp. 10-11, 13-14]

Features/Sequence of Instruction

- Understand progression of instruction that supports children’s development of phonics and word recognition:
 - Introduce simple word reading as soon as children have learned a small number of letter-sound correspondences [FW, p. 159-160; FSG, p. 9]
 - Begin with simple letter-sound relationships and patterns and systematically progress to more complex ones to support students’ understanding of multi-layered logic and complexity of English written language [FW, p. 249; FSG, pp. 7-8].
 - Starting point varies by child in accordance with prior learning and speed of acquisition [FW, p. 159; FSG, p. 8]
- Understand progression of instruction that supports children’s development of phonics and word recognition:
 - Decoding simple words begins for many children in kindergarten.
 - Spoken words that a child decodes should already be in the beginning reader’s vocabulary [FW, P. 160].
 - Sequences usually start with consonants and short vowels and spelling CVC and VC words [FW, P. 159,
 - At the beginning, direct children’s attention to use of correspondences in a variety of contexts (block area /b/) or initial sound of classmate’s name, taking care to avoid inconsistencies (P in Phil or A in art) [FSG, p. 9].
 - Capitalize on knowledge of letter names; letter names with sound heard in initial position (b, z, k) easier than letter names with sound in heard in final position (m, f) [FW, p. 159].

| Foundational Skills Element: Phonics and Word Recognition | Essential Literacy Content for Teacher Preparation |
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| | <ul style="list-style-type: none"> ○ Draw explicit attention to similarities and differences when introducing letter-sound correspondence that are easily confused visually (b, p, d, q) or auditorily (/p/, /b/, /v/, /e/ (short), /i/ (short) [FW, p. 159]. ○ Teach high-utility letter sounds /m/, /s/, /a/ (short), /t/ and a few short vowels early so children can use them to decode and form many beginning one-syllable words [FW, p. 159]. ○ Introduce several continuous sounds early /l/, /r/, /s/ because they can be elongated to facilitate blending. Stop sounds /p/, /t/, /k/ are more difficult in the initial position but can be used in the final position. All vowel sounds are continuous [FW, p. 159]. ○ Instruction in long vowels (those spelled with ending e), consonant blends, diphthongs, and other combinations progresses from high-frequency to less common letter-sound relationships [FW, p. 152; FSG, p. 7] ● Understand important features of phonics and word recognition instruction: <ul style="list-style-type: none"> ○ Explicit, logically and strategically sequenced, and applied to meaningful text [FW, pp. 132, 159, 166; FSG, pp. 8, 12, 15, 18] ○ Importance of not distorting sounds /m/ not /muh/ [FW, p. 159] and teaching blending specifically [FW, p. 160] ○ Value of using (not just learning) acquired skills [FW, p. 160; FSG, p. 10] ○ Utility of word work, such as word building, in allowing beginning readers to practice [FW, pp. 166, 249-251, 327-329] ○ Utility of practicing reading connected text that is controlled so that spellings of most of the words are consistent with what children have learned (decodable texts) [FW, pp. 160, 217, 310-311; FSG, pp. 10, 14-15] ○ Decodable texts are defined as 75-80 percent of words containing previously taught letter-sound and spelling-sound correspondences with remaining words consisting of previously taught high-frequency words [FW, p. 160]. ○ Value of decodable texts is time-limited, and amount of time devoted to them depends on how quickly children grasp the code and develop automaticity. Their purpose is to prompt children to apply knowledge of phonics and practice full alphabetic decoding. ○ Importance of coordinating instruction [FW, p. 161] of phonics and word recognition with other components of foundational skills [RF.K-5.1,2,4], spelling [L.K-5.2], and vocabulary and language structures [L.K-12.3-6]. |

| Foundational Skills Element: Phonics and Word Recognition | Essential Literacy Content for Teacher Preparation |
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| | <p>Spelling</p> <ul style="list-style-type: none"> • Understand how spelling (encoding) instruction is related to vocabulary and decoding instruction [FW, pp. 156, 246, 304, 362-437; FSG, p. 8] and the importance of coordinating instruction in spelling, vocabulary, decoding, and morphology [FW, pp. 161, 212; FSG, pp. 11-12] (See information on spelling under Using Language Conventions in Effective Expression.) <p>Morphology/Multisyllabic Words</p> <ul style="list-style-type: none"> • Understand that syllable types within multisyllabic words in English vary in predictable and logical ways and that learning them helps children decode and encode [FW, pp. 312, 362, 363-364, 422; FSG, p. 11]. • Understand progression of instruction in multisyllabic words: <ul style="list-style-type: none"> ○ Find affixes (<i>un-</i> and <i>-able</i> in <i>unreadable</i>) ○ Add affixes to root (<i>bend</i> becomes <i>unbendable</i>) ○ Begin with words that don't have spelling changes (<i>y</i> becomes <i>i</i> in <i>happiness</i>) [FW, p. 364] • Understand importance of Greek and Latin roots in decoding and spelling: <ul style="list-style-type: none"> ○ Greek – <i>astro</i> (<i>astronaut, astronomy</i>), <i>tele</i> (<i>telephone, telescope</i>), <i>auto</i> (<i>autograph, automatic</i>), <i>micro</i> (<i>microphone, microscope</i>) ○ Latin – <i>dict</i> (<i>dictate, predict</i>), <i>port</i> (<i>export, support</i>), <i>struct</i> (<i>construct, structure</i>), <i>vid, vis</i> (<i>vision, television, visible</i>) [FW, pp. 304, 305: Figure 4.8, 428, 428: Figure 5.10; FSG, p. 11] • Demonstrate knowledge of syllable types: <ul style="list-style-type: none"> ○ Closed (<i>hot, pic-nic</i>) ○ Open (<i>go, e-ven, in-for-ma-tion</i>) ○ Vowel-C-e (<i>ride, late, com-plete</i>) ○ Vowel team (<i>rain, ouch, through-out</i>) ○ Vowel-r (<i>her, per-fect, fur-ther</i>) ○ Consonant-le (<i>ta-ble, bu-gle, can-dle, ap-ple</i>) [FW, 312: Figure 4.11] • Understand important areas of focus in teaching children to read and write multisyllabic words: <ul style="list-style-type: none"> ○ Compound words (<i>doghouse, playground</i>) [FW, p. 364] |

| Foundational Skills Element: Phonics and Word Recognition | Essential Literacy Content for Teacher Preparation |
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| | <ul style="list-style-type: none"> ○ Inflectional endings (<i>-ing</i> in <i>playing</i>, <i>-est</i> in <i>oldest</i>) beginning with words that do not change spelling (<i>raining</i> vs. <i>taking</i>) [FW, p. 364] ○ Breaking word into syllables using knowledge of syllable patterns (e.g., closed and open syllables, syllables with consonant <i>-le</i>) [FW, p. 364] ○ Identifying vowels in a word and determining whether any are vowel teams [FW, p. 364] ○ Building on existing skills students by beginning with two-syllable words and progressing to longer ones [FW, p. 363] ○ Concentrating attention on decoding and writing multisyllabic words in grades 3 through 5 [FW, p. 363], [FSG, pp. 8, 11, 15-16: Figure 5] <p>Assessment and Tiered Instruction</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of important milestones in children’s development of phonics and word recognition, including spelling: <ul style="list-style-type: none"> ○ By mid-first grade children should know how to decode regularly spelled one-syllable words [FW, pp. 138, 151; FSG, p. 7; FSG, pp. 16-17: Figure 5]. ○ By the end of second grade children should know all the relatively common spelling patterns and the sounds they represent and accurately decode words that contain them, including two-syllable words [FW, pp. 152, 327: Figure 4.18; FSG, pp. 7, 16-17: Figure 5]. ○ By the end of second grade children should be able to read words containing common prefixes and suffixes [FW, p. 327: Figure 4.18; FSG, pp. 16-17: Figure 5]. ● Understand instructional implications of children’s progress in developing phonics and word recognition, including spelling: <ul style="list-style-type: none"> ○ Children’s progress should be regularly monitored; formative assessment is especially useful. ○ Children who are ready to progress should be given appropriate instruction. ○ Children who need additional, more intensive instruction should be identified quickly and given appropriate instruction. <p>[FW, pp. 89, 156, 160, 164-166, 311, 315-317, 421-422; 543, 717; FSG, pp. 12, 16-19]</p> |

| Foundational Skills Element: Fluency | Essential Literacy Content for Teacher Preparation |
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| <p>FW, pp. 161-162, 184, 218, 254-255, 313, 329-330, 364-365, 418-419, 439-440</p> <p>FSG, pp. 13-15</p> <p>SLP, pp. 79-81</p> | <p>Broad Content</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the definition of fluency [FW, pp. 161, 313, 418; FSG, p. 13] as ability to read with accuracy, appropriate rate, and prosody. • Understand the role of accuracy (decoding words correctly) in fluency [FW, pp. 161, 218, 254; FSG, pp. 11, 13, 14]. • Understand the role of appropriate rate (words correct per minute), which requires automaticity, in fluency [FW, pp. 255; FSG, p. 14]. <ul style="list-style-type: none"> ○ Understand that while rate of accurate reading is a common measure of automaticity, the goal is not speed for its own sake but rather automaticity with print so that meaning making can occur. ○ Rate will vary depending on type and complexity of text and purposes for reading. [FW, p. 365; FSG, p. 14] • Understand the role of prosody (expression) in fluency [FSG, p. 14]. Understand that prosody or expression includes rhythm, phrasing, and intonation [FW, pp. 313, 418, 1068; FSG, p. 14]. <ul style="list-style-type: none"> ○ Prosodic reading suggests that the reader can identify words quickly and accurately and is comprehending the text and is using syntactic and semantic information in the text to organize language [FSG, p. 14]. ○ A relationship between prosodic reading and comprehension exists although its precise nature is unclear [FSG, p. 14] • Understand automaticity as related to fluency: <ul style="list-style-type: none"> ○ Effortless, virtually unconscious, accurate identification of words [FW, pp. 152, 254-255, 313; FSG, pp. 7, 13] ○ Familiar printed words recognized instantaneously; words have been decoded enough times that memory trace from orthographic representation to phonological and semantic representation is well established, and they become sight words [FSG, pp. 11, 13] ○ Words they have not yet encountered in print quickly identified as students rapidly employ their phonics and other word attack skills to determine the words [FSG, p. 13] ○ Irregularly spelled words that have been taught and practiced enough times allow for rapid retrieval as well [FSG, p. 14] • Understand the relationship of fluency with comprehension: <ul style="list-style-type: none"> ○ Primary importance of fluency as enabling comprehension ○ Reciprocal relationship between fluency and comprehension |

| Foundational Skills Element: Fluency | Essential Literacy Content for Teacher Preparation |
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| | <p>[FW, pp. 161, 313, 329, 418; FSG, p. 13]</p> <p>Features/Sequence of Instruction</p> <ul style="list-style-type: none"> • Understand the importance of ensuring accuracy (ability to take advantage of all letters and letter combinations, syllable patterns, and morphemes in a word to identify the word) and then building automaticity in identifying words [FW, pp. 161, 249, 251; FSG, p. 13]. • Understand the importance of students increasingly engaging in independent and wide reading as they build skill with word recognition [FW, p. 330; FSG, p. 15]. • Understand that attending to expression, such as phrasing, in oral reading may be important for students who decode accurately but who are experiencing comprehension difficulties [FSG, p. 14]. • Understand features of effective fluency instruction: <ul style="list-style-type: none"> ○ Children need good models of fluency and should be read aloud to regularly [FW, pp. 330, 365, 419, 473; FSG, p. 14] ○ Children should participate by chanting along in read-alouds of simple engaging text [FSG, p. 14]. ○ Students need many opportunities to read on their own [FSG, p. 14-15; FW, pp. 313, 419, 439, 473-474;]. ○ Decodable texts used by beginning readers should reflect their accumulating knowledge about the code so that it is applied and practiced in the context of connected text [FSG, pp. 14-15]. ○ Reading volume influences fluency as well as other aspects of language arts [FW, pp. 419, 439; FSG, p. 15]. ○ Repeated reading facilitates fluency. Ensuring authentic reasons for repeated reading is important (preparing to share a poem or present a readers’ theatre performance) [FW, pp. 313, 439, 473-474; FSG, p. 15]. ○ Importance of coordinating fluency instruction [FSG, p. 15] with other components of foundational skills [RF.K-5.1-3], spelling [L.K-5.2], vocabulary and language structures [L.K-12.3-6], and presentation of knowledge and ideas [SL.2-4.5]. |

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| Foundational Skills Element: Fluency | Essential Literacy Content for Teacher Preparation |
| | <p>Assessment and Tiered Instruction</p> <ul style="list-style-type: none"> • Understand that children whose reading rate is 10 or more words below the 50th percentile as measured by words correct per minute (WCPM) need additional instructional attention [FW, pp. 316-317, 422; FSG, pp. 17-19]. • Understand how to assess words correct per minute (WCPM) to determine reading rate. • Understand how to use WCPM norms to determine students’ progress. Updated norms [Hasbrouck & Tindal, 2017] for the 50th percentile at fall (F), winter (W), and spring (S) are the following: <ul style="list-style-type: none"> ○ Grade 1: W=29, S=60 ○ Grade 2: F=50, W=84, S=100 ○ Grade 3: F=83, W=97, S=112 ○ Grade 4: F=94, W=120, S=133 ○ Grade 5: F=121, W=133, S=146 <p>Note: These updated norms replace the norms cited in the FW for each grade level.</p> |

III. Theme: Meaning Making

Overview: Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, composing text, engaging in research, participating in discussion, speaking with others, and giving and listening to and viewing presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, comprehension monitoring, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas. [FW, pp. 69-77; DLSG, p. 261]

Consistent with the organization of the *ELA/ELD Framework*, two components of Meaning Making are included as Essential Literacy Content to Be Addressed in Teacher Preparation: General and Meaning Making with Complex Text.

| Meaning Making Element | Essential Literacy Content for Teacher Preparation |
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| <p>General</p> <p>FW, pp. 69-77, 136-141, 289-293, 398-402, 512-518, 672-680 (See also the Meaning Making sections for each grade level in chapters 3-6.)</p> <p>SLP, pp. 23, 79, 81-82</p> <p>LTPE, pp. 1, 2-3, 6</p> | <p>Broad Content</p> <ul style="list-style-type: none"> • Understand that meaning making is the central purpose for students as they interact with text, compose text, engage in research, participate in discussion, speak with others, and give, listen to, and view presentations [FW, pp. 69-77; DLSG, P. 261]. <p>Assessment and Tiered Instruction [FW, pp. 819-872]</p> <ul style="list-style-type: none"> • Understand how to observe, assess, and analyze students’ reading, writing, speaking, listening, and language products and processes to determine learning progress, next instructional steps, and needed interventions [FW, pp. 96-98]. • Understand how to analyze the complexity of texts that students read and produce in order to plan instruction, determine learning progress, and determine next instructional steps [FW, pp. 70-76]. <p>Comprehensive and Integrated Literacy</p> <ul style="list-style-type: none"> • Demonstrate understanding of the components of comprehensive and integrated literacy and their application to Meaning Making. (For details, see Element I.) |
| <p>Meaning Making with Complex Text</p> | <ul style="list-style-type: none"> • Understand how to develop students’ identification of key details, including reasons, evidence, and supporting details, in texts they read, listen to, write, speak, and present [RL/RI.K-12.1-3], including: <ul style="list-style-type: none"> ○ Who, what, where, when, and why ○ Main idea/main topic |

| Meaning Making Element | Essential Literacy Content for Teacher Preparation |
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| <p>DLSG, pp. 274-277 [TK], 291-294 [K], 310-312 [1st], 333-335 [2nd], 352-354 [3rd], 372-375 [4th], 393-396 [5th], 420-423 [6th]</p> | <ul style="list-style-type: none"> ○ Conflicting evidence [RL/RI.K-12.1-3]. ● Understand how to develop students’ knowledge and use of the structure of texts they read, write, and present. ● Understand story grammar, including: <ul style="list-style-type: none"> ○ Characters and traits ○ Setting ○ Theme (central message, moral, lesson) ○ Goal, problem, complication ○ Plot (beginning, introduction, exposition, orientation; rising action, events; turning point, climax; falling action, events; resolution, denouement, end, conclusion, action, events) [RL.K-12.2-3] ● Understand nonnarrative structure, including: <ul style="list-style-type: none"> ○ Description ○ Sequence ○ Problem and solution ○ Cause and effect ○ Compare and contrast [RI.K-12.2,5] ● Understand how to develop students’ knowledge and use of text genres as they read, write, and present. ● Understand genres of fiction: <ul style="list-style-type: none"> ○ Stories (fables, folktales, legends, fantasy, adventure, myths, mysteries, science fiction, realistic fiction, graphic novels) ○ Poetry (nursery rhymes, narrative, limerick, and free verse) ○ Drama (staged dialogue and brief familiar scenes) ○ Literary terminology/elements (e.g., narrator, chapter, scene, stanza, verse, rhythm, meter, cast of characters, dialogue, stage directions, setting, pacing, sensory details, tone) [RL.K-12.2,5,9] ● Understand genres of informational text: <ul style="list-style-type: none"> ○ Biographies and autobiographies ○ Books about history, social studies, sciences, and the arts |

| Meaning Making Element | Essential Literacy Content for Teacher Preparation |
|------------------------|---|
| | <ul style="list-style-type: none"> ○ Technical texts, including directions, forms, and information displayed in graphs, charts or maps ○ Digital sources on a range of topics ○ Text features (e.g., cover, back cover, title page, headings, table of contents, glossary, icons, electronic menu, captions, bold print, subheadings, index, graphics, sidebars, key words, search tools, hyperlinks, illustrations) [RI.K-12.2,5,9] ● Understand text complexity factors: <ul style="list-style-type: none"> ○ Quantitative ○ Qualitative, including level of meaning or purpose; structure; language conventionality and clarity; and knowledge demands (life experiences, cultural/literary, content/discipline) ○ Reader and task [ELA, p. 41; FW, pp. 70-76] ● Demonstrate knowledge of and ability to promote students’ literal and inferential comprehension of the texts they read, write, and present [RL/RI.K-12.1; SLP, pp. 78-79, 81-82]. <ul style="list-style-type: none"> ○ Understand how to promote students’ metacognition and critical thinking, including analysis, synthesis, and integration of ideas [RL/RI.K-12.7,9; RI.K-12.8]. ○ Understand how to create and use text dependent and independent questions to promote comprehension [FW, pp. 76-78, 140, 206, 435-436, 550-552]. ○ Understand how to engage students in text deconstruction and sentence unpacking to promote comprehension and language understanding [FW, pp. 111-112, 116]. ○ Demonstrate knowledge of and ability to effectively use comprehension strategies, such as activating prior knowledge or making predictions; questioning; visualizing; monitoring, clarifying, and fix-up strategies; inference making; and summarizing and retelling [FW, pp. 74, 139-141, 202-203, 291-293, 352, 413, 512, 516-516, 583, 678-680, 925-927] ● Understand how to develop students’ appreciation of the contribution of sentences, paragraphs, chapters, and sections to the overall structure and development of ideas [RL/RI.K-12.5; ELD.PII.K-12.1-7]. |

IV. Theme: Language Development

Overview: Language is the cornerstone of literacy and learning. It is with and through language that students learn; think; and express information, ideas, perspectives, and questions. The strands of the ELA/literacy standards – Reading, Writing, Speaking and Listening, and Language – all have language at the core, as do the parts of the ELD standards – Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen; interact with one another and learn about language; and engage with rich content in all disciplines. The foundational skills provide access to written language. [FW, pp. 78-83; DLSG, p. 261-262]

Consistent with the organization of the *ELA/ELD Framework*, three components of Language Development are included as Essential Literacy Content to Be Addressed in Teacher Preparation: General; Vocabulary; and Grammatical Understandings/Syntax.

| Language Development Element | Essential Literacy Content for Teacher Preparation |
|--|---|
| <p>General</p> <p>FW, pp. 78-83, 141-145, 293-298, 402-405, 518-522, 681-685 (See also the Language Development sections for each grade level in chapters 3-6.)</p> <p>SLP, pp. 23, 79, 82-83, 93</p> <p>DLSG, pp. 278-280 [TK], 295-297 [K], 313-315 [1st], 336-338 [2nd], 355-358 [3rd], 376-379 [4th], 397-400 [5th], 424-426 [6th]</p> <p>LTPE, pp. 1, 3, 6-7</p> | <p>Broad Content</p> <ul style="list-style-type: none"> • Understand language as a social process and a meaning-making system [ELD, pp. 151, 164], including: <ul style="list-style-type: none"> ○ Academic language/formal and informal registers [ELD, pp. 152; FW, pp. 78-80] ○ Metalinguage (language to talk about language) and metalinguistic awareness (thinking about language) [ELD, p. 148; FW, pp. 88-89, 521-522] • Understand how to create a language-rich environment • Understand the value of reading aloud to students from books at higher text complexity levels [FW, pp. 58-60] <p>Assessment and Tiered Instruction</p> <ul style="list-style-type: none"> • Understand how to observe, assess, and analyze students’ reading, writing, speaking, listening, and language products and processes to determine learning progress, next instructional steps, and needed interventions. <ul style="list-style-type: none"> ○ Demonstrate ability to analyze students’ oral and written language samples [FW, pp. 96-98, 819-878] • Understand how to use collaborative text reconstruction to assess EL students’ understanding of target vocabulary and grammatical structures [ELD.PI.K-12.2,10; FW, p. 490]. <p>Comprehensive and Integrated Literacy</p> |

| Language Development Element | Essential Literacy Content for Teacher Preparation |
|---|---|
| | <ul style="list-style-type: none"> • Demonstrate understanding of the components of comprehensive and integrated literacy and their application to Language Development. (For details, see Element I.) <p>English Learner Students</p> <ul style="list-style-type: none"> • Understand how to promote students’ application of language knowledge to academic tasks via the cross-mode language processes using various linguistic resources [ELD, pp. 8-16, 160-175; FW, pp. 31, 104-119]. (For details, see Section I and Appendix B.) |
| <p>Vocabulary SLP, p. 81</p> | <p>Broad Content</p> <ul style="list-style-type: none"> • Demonstrate knowledge of vocabulary tiers and their relationship to vocabulary instruction: <ul style="list-style-type: none"> ○ Conversational (tier one) ○ General academic (tier two) ○ Domain-specific (tier three) [L.K.12.6; FW, p. 81] • Demonstrate knowledge of morphology – prefixes, suffixes, root words, Greek, Latin, Anglo-Saxon roots, compound words, etymology – and its relationship to vocabulary instruction [RF.2-5.3; L.K-12.4; ELD.PI.4-12.6,12; FW, pp.157-158]. • Demonstrate knowledge of strategies for teaching vocabulary, including: <ul style="list-style-type: none"> ○ Teaching specific words ○ Teaching word learning strategies (including morphological analysis and contextual analysis) ○ Fostering word consciousness/awareness [FW, pp. 81-82] • Understand the role of rich content instruction and wide reading on vocabulary development. [RH/RST.6-12.4; WHST.6-12.1c,2d; FW, pp. 87-89, 148-149, 306-309, 413-416, 531-536, 537-538, 698-709, 712] <p>English Learner Students</p> <ul style="list-style-type: none"> • Understand how to develop EL students’ use of general academic and domain-specific words, synonyms, antonyms, and figurative language to create an effect [ELD.PI.K-12.1,7,8,12; ELD.PI.2-12.2; ELD.PII.K-12.2; FW, pp. 82, 104-119]. • Understand how to use cross-language relationships, including cognates, to support students’ language development [ELD, pp. 151, 179; FW, pp. 105-106] |

| Language Development Element | Essential Literacy Content for Teacher Preparation |
|--|---|
| Grammatical Understandings/Syntax | <p>Broad Content</p> <ul style="list-style-type: none"> • Understand how the interaction of grammatical structures and vocabulary forms registers that vary depending on situation (audience, purpose, occasion) and discipline [ELD.PI.3-12.10; ELD.PI.6-12.3,9; ELD, pp. 151-152; FW, pp. 82-83]. • Understand how the knowledge and effective use of grammatical understandings and syntax helps readers, listeners, and viewers comprehend and analyze written, spoken, and visual texts and help writers and speakers communicate clearly and convincingly [FW, pp. 82-83, 403-404, 521-522, 684-685]. • Understand how to develop students’ grammatical understandings, including the use of sentence combining [FW, pp. 82-83, 403-404, 521-522, 684-685]. • Understand the role of wide reading on exposure to and development of complex and varied sentence structure [FW, pp. 148-149, 306-309, 413-416, 531-536, 537-538, 698-709, 712]. <p>English Learner Students</p> <ul style="list-style-type: none"> • Demonstrate knowledge of appropriate instructional strategies for EL students, including use of sentence frames and other scaffolds [FW, pp. 104-119]. • Understand how to use both Part I (Interacting in Meaningful Ways) and Part II (Learning About How English Works) of the California ELD Standards to promote the language development of EL students [ELD, pp. 8-16, 148-153, 160-175; FW, pp. 104-119, 166-168, 317-318, 422-423, 543-547, 718-722]. (For details, see Section I and Appendix B.) |

V. Theme: Effective Expression

Overview: Each strand of the ELA/literacy standards and each part of the ELD standards includes attention to effective expression. Students learn to examine the author’s craft as they read, analyzing how authors use language, text structure, and images to convey information, influence, or evoke responses from readers. They learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the purpose, audience, context, and task. [FW, pp. 84-87; DLSG, p. 262]

Consistent with the organization of the *ELA/ELD Framework*, five components of Effective Expression are included as Essential Literacy Content to Be Addressed in Teacher Preparation: General; Writing; Discussing; Presenting; and Using Language Conventions.

| Effective Expression Element | Essential Literacy Content for Teacher Preparation |
|--|--|
| <p>General</p> <p>FW, pp. 145-148, 299-305, 405-413, 522-530, 685-698 (See also the Effective Expression sections for each grade level in chapters 3-6.)</p> <p>SLP, pp. 23, 79</p> <p>DLSG, pp. 281-282 [TK], 297-299 [K], 316-318 [1st], 338-342 [2nd], 358-360 [3rd], 380-383 [4th], 400-404 [5th], 426-430 [6th]</p> <p>LTPE, pp. 1, 3-4, 7</p> | <p>Broad Content</p> <ul style="list-style-type: none"> • Understand reading, writing, speaking, listening, and language as tools for effective communication across the disciplines, including: <ul style="list-style-type: none"> ○ How students express their understandings and thinking through writing, speaking, digital media, visual displays, movement and more ○ Students’ expressions as both the products of students’ learning and the ways in which they learn ○ How students make choices of language, organization, and structure, along with visual and other media, to create a desired impact [L.2-12.3] [ELA, p. 3; FW, pp. 61-63; DLSG, pp. 259-261] • Understand the importance of frequent, varied, and purposeful opportunities for students to interact and communicate with each other and their teachers in all disciplines [ELD, pp. 26, 36, 46, 56, 66, 76, 86, 98, 110, 122, 134]. <p>Comprehensive and Integrated Literacy</p> <ul style="list-style-type: none"> • Demonstrate understanding of the components of comprehensive and integrated literacy and their application to Effective Expression. (For details, see Section I.) <p>Assessment and Tiered Instruction</p> <ul style="list-style-type: none"> • Understand how to observe, assess, and analyze students’ reading, writing, speaking, listening, and language products and processes to determine learning progress, next instructional steps, and needed interventions. |

| Effective Expression Element | Essential Literacy Content for Teacher Preparation |
|------------------------------|---|
| | <ul style="list-style-type: none"> ○ Demonstrate ability to analyze students’ oral and written language samples [FW, pp. 96-98, 819-878] ● Understand how to use collaborative text reconstruction to assess EL students’ written expression and use of language conventions [ELD.PI.K-12.2,10; FW, p. 490]. <p>English Learner Students</p> <ul style="list-style-type: none"> ● Understand how to promote students’ application of language knowledge to academic tasks via the cross-mode language processes using various linguistic resources [ELD, pp. 8-16, 160-175; FW, pp. 31, 104-119]. (For details, see Section I and Appendix B.) |
| Writing | <p>Broad Content</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of types of writing that students read and produce: <ul style="list-style-type: none"> ○ Opinion [W.K-5.1]/argument [W.6-12.1], including claims [W.6-12.1]; counterclaims (counter-arguments, opposing, alternate) [W.8-12.1]; and reasons [W.2-12.1]/evidence [W.3-12.1] ○ Informative/explanatory, including findings, evidence, and organization [W.3-12.2] ○ Narrative [W.K-12.3], including technique (pacing, dialogue, description, reflection) [W.3-12.3] ○ Other (e.g., poetry) [W.K-12.1-3; ELD.PI.K-12.10-11] ● Demonstrate knowledge of the organizational elements of writing <ul style="list-style-type: none"> ○ Introduction ○ Thesis statement ○ Evidence, facts, concrete details, quotations, definitions, example ○ Transitions, including syntax ○ Conclusion [W.K-12.1-3] ● Understand how to foster the development and organization or students’ writing appropriate to task, purpose, and audience [W.2-12.4], including: <ul style="list-style-type: none"> ○ Use of the writing process (planning, drafting, revising, editing, rewriting, trying a new approach, evaluating, and sharing with others) [W.K-12.5] ○ Use of mentor texts [See Writing sections in FW chapters 3-6 & in DLSG grades 5-6] ○ Analysis of writing prompts and students’ writing [FW, pp. 842-850; FW, See Writing sections in chapters 3-6] ○ Use of technology, including keyboarding [W.K-12.6; FW, pp. 954-961] |

| Effective Expression Element | Essential Literacy Content for Teacher Preparation |
|---|--|
| | <ul style="list-style-type: none"> • Demonstrate knowledge of ways for students to use the words of others <ul style="list-style-type: none"> ○ Quoting ○ Paraphrasing ○ Summarizing ○ Avoiding plagiarism ○ Citing sources using a standard format for bibliography/references [W.3-12.8] • Understand how to use joint text construction to scaffold writing for EL students and others [FW, p. 490; FW, Various Vignettes] <p>Assessment and Tiered Instruction</p> <ul style="list-style-type: none"> • Understand how to provide constructive feedback on students’ writing, including peer feedback [FW, See Writing sections in chapters 3-6; FW, pp. 96-98]. • Understand how to use language analysis framework for writing to assess progress of EL students [FW, pp. 851-853]. |
| <p>Discussing</p> <p>FW, pp. 85-87, 146-147, 301-302, 410-412, 525-527, 690-694 (See also the Discussing sections for each grade level in chapters 3-6.)</p> | <p>Broad Content</p> <ul style="list-style-type: none"> • Understand the importance of providing abundant opportunities for students to talk about what they are learning, including the quality and amount of teacher talk [SL.K-12.1; ELP.PI.K-12.1,3]. • Demonstrate knowledge of the features of effective discussion (clearly conveying information, asking questions of the speaker for clarification, restating information, active listening, modifying language and strategies for audience and task) [SL.K-12.1; ELP.PI.K-12.1,3]. • Understand how to use discussion and collaboration techniques and structures to promote student interaction and engagement, including dialogic instruction [FW, pp. 691-692]. <p>English Learner Students</p> <ul style="list-style-type: none"> • Understand how to use strategies to foster EL students’ participation in discussions, such as sentence frames [FW, pp. 104-119, 166-168, 317-318, 422-423, 543-547, 718-722; FW, Various Vignettes]. |
| <p>Presenting</p> <p>FW, pp. 147, 302-303, 412, 527-528, 694-695 (See also the Presenting sections for</p> | <ul style="list-style-type: none"> • Understand how to facilitate student presentations, including: <ul style="list-style-type: none"> ○ Determining purpose and needed preparation ○ Use of technology and digital media (audio, graphical, visual, interactive) for developing and conducting presentations, including research/searches |

| Effective Expression Element | Essential Literacy Content for Teacher Preparation |
|--|---|
| each grade level in chapters 3-6.) | [W.K-12.7-8; SL.K-12.4-5; ELD.PI.K-12.9; FW, pp. 954-961] |
| <p>Using Language Conventions</p> <p>FW, pp. 147-148, 303-305, 413, 529-530, 695-698 (See also the Language Conventions sections for each grade level in chapters 3-6.)</p> | <ul style="list-style-type: none"> • Demonstrate knowledge of how students’ understanding and use of language conventions (punctuation, capitalization, and spelling) helps students <ul style="list-style-type: none"> ○ Comprehend and critically analyze the texts they read, listen to, and view ○ Communicate clearly and convincingly as they write and speak [L.K-12.2] • Demonstrate knowledge of ways to promote students’ understanding and effective use of punctuation: <ul style="list-style-type: none"> ○ Ending (period, question mark, exclamation point) [RF.1.1; L.1-12.2] ○ Apostrophe for possessives and contractions [L.2-12.2] ○ Quotation mark for dialogue [L.3-12.2] ○ Underlining, italics, and quotation mark for titles [L.5-12.2] ○ Comma [L.1-12.2], parenthesis [L.6-12.2], dash/hyphen [L.6-12.2], ellipsis [L.8-12.2], colon [L.9-12.2], semi-colon [L.9-12.2], hyphenation [L.11-12.2] • Demonstrate knowledge of ways to promote students’ understanding and effective use of capitalization, including names, dates, sentences, holidays, product names, geographic names, titles [RF.1.1; L.K-12.2] • Demonstrate knowledge of ways to promote students’ understanding and effective use of spelling [L.K-12.2] • Understand how spelling (encoding) instruction is related to vocabulary and decoding instruction [FW, pp. 156, 246, 304, 362 437; FSG, p. 8] <ul style="list-style-type: none"> ○ Importance of coordinating instruction in spelling, vocabulary, decoding, and morphology [FW, pp. 161, 212; FSG, pp. 11-12] ○ How learning Greek and Latin roots supports spelling and vocabulary [FW, pp. 428: Figure 5.10, 471, 473] • Understand that spelling development progresses in stages, including typical stages and grade spans: <ul style="list-style-type: none"> ○ Prephonetic or emergent (<i>NPXXA O</i>) – TK (or earlier) through 1 ○ Phonetic or letter name-alphabetic (<i>brd, l lk skr.</i>) – K through 2 ○ Patterns within a word or words (<i>she, rain, cake, I can skate.</i>) – 1 through 4 ○ Syllable juncture or syllables and affixes (<i>hop – hopping, love – loving, easy – easiest, happy – happiness</i>) – 3 through 8 |

| Effective Expression Element | Essential Literacy Content for Teacher Preparation |
|------------------------------|--|
| | <ul style="list-style-type: none"> ○ Meaning derivation or derivational relations (<i>chronic, chronicle synchronize; photograph, photographer; please, pleasant</i>) – 4 and up [FW, pp. 304-305: Figure 4.8] ● Understand the value of monitoring spelling development: <ul style="list-style-type: none"> ○ Assessment should be ongoing and include students’ written drafts and observations of spelling attempts in action [FW, p. 304; FSG, pp. 12, 16-17: Figure 5] ○ By the end of grade 1, conventional spellings are used for words with common spelling patterns [L.K-1.2d; FW, p. 156; FSG, pp. 16-17: Figure 5] ○ In grades 2 and 3, students are likely to be at various stages, and instruction should be differentiated [FW, pp. 304, 316, 422; FSG, pp. 16-17: Figure 5]. |

VI. Theme: Content Knowledge

Overview: Content knowledge, which includes literary, cultural, and domain knowledge, is a powerful contributor to comprehension of text and other sources of information and ideas. It also undergirds the ability to write effective opinions/arguments, explanatory/informational text, narratives, and other types of text; engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts, can research questions of interest, and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge building. Content knowledge has a powerful reciprocal relationship with the development of literacy and language. [FW, pp. 6, 87-89; DLSG, p. 262]

Consistent with the organization of the *ELA/ELD Framework*, four components of Content Knowledge are included as Essential Literacy Content to Be Addressed in Teacher Preparation: General; Wide Reading; Engaging with Informational/Disciplinary Text; and Engaging in Research.

| Content Knowledge Element | Essential Literacy Content for Teacher Preparation |
|---|--|
| <p>General</p> <p>FW, pp. 87-89, 148, 306, 413, 531, 695-698 (See also the Content Knowledge sections for each grade level in chapters 3-6.)</p> <p>DLSG, pp. 283-285 [TK], 300-302 [K], 319-321 [1st], 343-345 [2nd], 361-364 [3rd], 384-387 [4th], 405-408 [5th], 431-433 [6th]</p> <p>SLP, pp. 24, 79, 81-83, 93</p> <p>LTPE, pp. 1, 4, 7-8</p> | <p>Broad Content</p> <ul style="list-style-type: none"> • Understand how content knowledge, including literary, cultural, and domain knowledge, is a powerful contributor to comprehension of text and other sources of information and ideas [ELA, pp. 4, 6]. • Understand the reciprocal relationships among reading, writing, discussion, and knowledge building [ELA, pp. 3, 61-63, 85]. <p>Comprehensive and Integrated Literacy</p> <ul style="list-style-type: none"> • Demonstrate understanding of the components of comprehensive and integrated literacy and their application to Content Knowledge. (For details, see Element I.) |

| Content Knowledge Element | Essential Literacy Content for Teacher Preparation |
|--|--|
| <p>Wide Reading</p> <p>FW, pp. 55-58, 149, 306, 414, 537-538, 712 (See also the Wide Reading sections for each grade level in chapters 3-6.)</p> | <ul style="list-style-type: none"> • Understand the importance of students engaging in wide reading, including the representation of students’ cultures and languages in the texts they read [FW, pp. 55-57; see also Element I, Access and Equity]. • Understand how to plan and implement a classroom program of independent reading [FW, pp. 57-58]. |
| <p>Engaging with Informational/Disciplinary Text</p> <p>FW, pp. 149-150, 307-309, 414-416, 533-536, 702-709 (See also the Engaging with Informational/Disciplinary Text sections for each grade level in chapters 3-6.)</p> | <ul style="list-style-type: none"> • Demonstrate knowledge of disciplinary literacy [FW, pp. 531-533, 698-702], including <ul style="list-style-type: none"> ○ Text genres and structures unique to various disciplines, including English language arts [RL/RI.K-12.5] ○ Domain/discipline-specific vocabulary [RI.K-12.4; L.K-12.4-6; W.K-12.1-2] ○ Writing and presenting in the disciplines [W.K-12.1-2; SL.K-12.4] ○ Demonstrate knowledge of literary themes and structures and the impact of language choices [RL.K-12.2,3,9; L.2-12.3] • Demonstrate knowledge of strategies to organize and facilitate student collaboration [W.K-12.7; W.2-12.5; SL.K-12.1; FW, pp. 60, 85, 92-93, 947-948] |
| <p>Engaging in Research</p> <p>FW, pp. 6, 23, 69, 77, 87-88, 92, 150, 309-310, 416-417, 536-537, 710-711 (See also the Engaging in Research sections for each grade level in chapters 3-6.)</p> | <ul style="list-style-type: none"> • Demonstrate knowledge of strategies to engage students in research, including <ul style="list-style-type: none"> ○ Identifying and generating research questions ○ Use of search engines ○ Evaluating the credibility and accuracy of sources [RL/RI.K-12.7; RI.K-12.8; W.K-12.7-8; SL.K-12.4-5] |

Appendix A

Elementary, Secondary, and Undergraduate Literacy Content Expectations

Based on their elementary, secondary, and undergraduate education, teacher credential candidates are expected to enter credential programs with knowledge of much of the essential literacy content that students in kindergarten through grade twelve are expected to learn. In teacher preparation, candidates deepen their understanding of the content and learn the pedagogy for teaching it to their students. Content expected of candidates when they enter their credential program is listed below.

Foundational Skills

Phonological Awareness, Phonics, and Word Recognition

- Capacity to decode with automaticity
- Capacity to encode with accuracy

Fluency

- Capacity to read orally with sufficient rate, accuracy, and prosody

Meaning Making

General

- Capacity to comprehend written, visual, and spoken text citing textual evidence to support what the text says explicitly as well as inferences drawn from the text
- Capacity to analyze complex ideas and their development over the course of a text and to provide an objective summary

Meaning Making with Complex Text

- Familiarity with text genres
 - Fiction (broad range of periods – classical and contemporary – and cultures)
 - Informational text (historical, foundational, literary nonfiction, functional texts)
- Understanding of
 - Text components/terminology
 - Author’s craft
 - Perspective
 - Narrator
 - Text features
 - Literary elements

Language Development

General

- Capacity to use language, including appropriate register, in social and academic settings

Vocabulary

- Understanding of
 - Word relationships, shades of meaning/nuances, figures of speech (*euphemism*, *oxymoron*)
 - Figurative language (metaphor, simile) connotations, technical, allusions, analogies, denotation

Grammatical Understandings/Syntax

- Capacity to use grammatical understandings and syntax to communicate effectively orally and in writing
- Understanding of parts of speech [L.K-12.1; Grade levels are indicated when a standard first appears.]
 - Nouns
 - Common (*street, chair, friend*) [Gd. 1]
 - Proper (*Pacific Ocean, Titanic, Susan*) [Gd. 1]
 - Possessive (*Susan's book*) [Gd. 1]
 - Collective (*group, family, choir, class*) [Gd. 2]
 - Plural
 - Regular [Kdg.]
 - Irregular (*feet, children, teeth, mice, fish*) [Gd. 2]
 - Abstract (*childhood*) [Gd. 3]
 - Pronouns
 - Personal [Gd. 1]
 - Subject (*You were late.*) [Gd. 1]
 - Object (*Tom gave the book to him.*) [Gd. 1]
 - Possessive (*The books are mine. His books are blue.*) [Gd. 1]
 - Indefinite (*Somebody forgot the map.*) [Gd. 1]
 - Interrogative using who, whom, which, what (*What did he tell you?*) [Gd. 4]
 - Relative (*who, whose, whom, which, that*) [Gd. 4]
 - Reflexive (*myself, yourself, herself, ourselves*) [Gd. 2]
 - Intensive (*I myself find pronouns fascinating.*) [Gd. 6]
 - Reciprocal (*each other, one another*) [Gd. 3]
 - Verbs
 - Simple tenses
 - Past (*Yesterday I walked home.*) [Gd. 1]
 - Present (*Today I walk home.*) [Gd. 1]
 - Future (*Tomorrow I will walk home.*) [Gd. 1]
 - Progressive tenses (*was walking, am walking, will be walking*) [Gd. 4]
 - Modal auxiliaries (*can, could, may, might, shall, should, will, would, must, ought to*) [Gd. 4]
 - Perfect tenses
 - Past (*I had gone. He had seen.*) [Gd. 5]
 - Present (*I have gone. He has seen.*) [Gd. 5]
 - Future (*I will have gone. He will have seen.*) [Gd. 5]
 - Irregular [Gd. 3]
 - Frequently occurring (*sat, hid, told*) [Gd. 2]
 - Verbals
 - Gerund adds -ing and functions as a noun (*Jumping is fun. He liked whistling.*) [8]
 - Infinitive base form of verb with to (*to jump, to whistle*) [Gd. 8]
 - Participle [Gd. 8]
 - + Present adds -ing and functions as adjective (*The dancing parrot was funny.*)
 - + Past adds -ed, -d, -en, -n and functions as adjective (*The wrecked ship sank.*)
 - + With verbs to be and to have, they function as verbs (*She is thinking of the children. The room had been cleaned before they arrived.*)

- Mood [Gd. 8]
 - Indicative (*The dog jumps into the car.*)
 - Imperative (*Sit over there. Help me!*)
 - Interrogative (*Will you leave me alone?*)
 - Conditional (*He would look older with a beard.*)
 - Subjunctive (*I wish I were rich. They suggest that you arrive on time.*)
- Adjectives [Gd. 1]
 - Comparative (*bigger, taller, heavier*) [Gd. 3]
 - Superlative (*biggest, tallest, heaviest*) [Gd. 3]
 - Conventional order – quantity/number, quality/ opinion, size, age, shape, color, proper adjective, purpose/ qualifier (*I love that beautiful old Italian car.*) [Gd. 4]
- Adverbs [Gd. 2]
 - Comparative (*badly* ® *worse*; *slowly* ® *more slowly*; *hard* ® *harder*) [Gd. 3]
 - Superlative (*badly* ® *worst*; *slowly* ® *most slowly*; *hard* ® *hardest*) [Gd. 3]
 - Relative (*where, when, why*) [4]
- Prepositions (*in, out, from, by, during, beyond, toward*) [Gd. 1]
- Conjunctions [Gd. 1]
 - Coordinating (*for, and, nor, but, or, yet, so*) [Gd. 3]
 - Subordinating (*after, as, before, if, in that, than, unless, while*) [Gd. 3]
 - Correlative (*either/or, neither/nor, both/and*) [Gd. 5]
- Interjections (*Oh! Eww! Alas! Wow! Huh! Hurrah!*) [Gd. 5]
- Determiners [Gd. 1]
 - Article (*the, an, a*)
 - Demonstrative (*this, that, these, those*)
- Discourse/syntax
- Alliteration, rhyme, rhythm in stories, poems, songs
- Sentence types
 - Simple (one independent clause and no dependent clauses) [Gd. 1]
 - Compound (multiple independent clauses but no dependent clauses) [Gd. 1]
 - Complex (at least one independent clause and one dependent clause) [Gd. 3]
 - Complex-compound (multiple independent clauses and at least one dependent clause) [Gd. 7]
- Sentence types [Gd. 1]
 - Declarative (*I want to eat lunch.*)
 - Imperative (*Please sit down.*)
 - Interrogative (*When is the paper due?*)
 - Exclamatory (*It's so wonderful!*)
- Sentences (complete, fragments, run-ons) [Gd. 4]
- Agreement [Gd. 3]
 - Subject-verb (*The dog chases the cat. The dogs chase the cat.*)
 - Pronoun-antecedent (*Some of the sugar fell out of its bag. Both do a good job in their office.*)
- Clause (group of words in a sentence with a subject and verb) [Gd. 7]
 - Independent (can stand on its own as a sentence) [Gds. 9-10]
 - Dependent (cannot stand on its own as a sentence) [Gds. 9-10]
 - Noun (*Show me how they work. What I say is true.*)

- Relative (*My brother, who claimed to have a sprained ankle, ran after the bus. The windows that you installed last year have sprung a leak.*)
- Adverbial (He will wake up when the sun rises. Keep hitting the gong, until I tell you to stop.)
- Phrase (group of words in a sentence without subject and verb) [Gd. 7]
 - Prepositional (*on the table, over the rainbow, for a while*) [Gd. 4]
 - Noun (*the bewildered tourist, long and winding road*) [Gds. 9-10]
 - Verb (*He was eager to eat dinner. They were waiting for the rain to begin.*) [Gds. 9-10]
 - Adjectival (*He wore very expensive sneakers. People are so sick of these Twitter tirades.*) [Gds. 9-10]
 - Adverbial (*Jack will sit in silence. He will escape in the morning.*) [Gds. 9-10]
 - Participial (*Knowing what I know now, I wish I had never started the project. Painted a brilliant white, the small room seemed bigger.*) [Gds. 9-10]
 - Absolute (*Picnic basket in hand, she left for the park. The entire team, their uniforms muddy and torn, shouted for joy.*) [Gds. 9-10]
- Incorrect modifiers [Gd. 7]
 - Dangling modifier (Having finished the assignment, the TV was turned on. ® Having finished the assignment, Jill turned on the TV. After Jill finished the assignment, she turned on the TV. Jill turned on the TV after finishing the assignment.)
 - Misplaced modifier (*Buffy called her adorable kitten opening the can of food and filled the bowl.* ® *Opening the can of food, Buffy called her adorable kitten and filled the bowl.*)
- Voice [Gd. 8]
 - Active (*I damaged your bicycle. All the students failed the test.*)
 - Passive (*Your bicycle has been damaged. The test was failed by all the students.*)

Effective Expression

General

- Capacity to express ideas and information effectively orally and in writing

Writing

- Capacity to write effectively for social and academic purposes

Discussing

- Capacity to engage effectively in discussion for social and academic purposes

Presenting

- Capacity to present information effectively for social and academic purposes

Using Language Conventions

- Capacity to use language conventions effectively, including punctuation, capitalization, and spelling, for social and academic purposes

Content Knowledge

Wide Reading

- Background in reading a range of literary and informational texts

Engaging with Informational Text

- Capacity to engage with informational text in multiple disciplines

Engaging in Research

- Capacity to engage in research projects, including appropriate documentation

Appendix B

Cross-Mode Language Processes Identified in Part II of the California ELD Standards

This appendix presents more detailed information about the cross-mode language processes identified in the California ELD Standards, Part II: Learning About How English Works and elsewhere in this resource guide. Beginning teachers should learn to use these modes in conjunction with the communicative modes identified in the California ELD Standards, Part I: Interacting in Meaningful Ways, so they can provide instruction in both Integrated and Designated ELD. The cross-mode language processes are of particular importance when providing instruction in Designated ELD. (See also Element I, Instruction for English Learner Students.)

Structuring Cohesive Texts

Understand how to promote students' application of language knowledge to academic tasks via the cross-mode language processes of Structuring Cohesive Texts using various linguistic resources:

- Using language resources that refer the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text; using paraphrasing or summaries to recap an idea or explanation provided earlier) (*ELD.PII.K-12.2a*)
- Using language resources for linking ideas, events, or reasons (e.g., connecting/transition words and phrases) (*ELD.PII.K-12.2b*)

Expanding and Enriching Ideas

Understand how to promote students' application of language knowledge to academic tasks via the cross-mode language processes of Expanding and Enriching Ideas using various linguistic resources:

- Using a variety of verb types and tenses to convey time (*ELD.PII.K-12.3*)
- Using a variety of noun phrases to enrich meaning of phrases and sentences and add details about ideas, people, things (e.g., adjectives, comparatives/ superlatives, prepositional phrases, clause embedding) (*ELD.PII.K-12.4*)
- Expanding simple and compound sentences to provide details (e.g., time, manner, place, cause) with a variety of adverbials (*ELD.PII.K-12.5*)

Connecting and Condensing Ideas

Understand how to promote students' application of language knowledge to academic tasks via the cross-mode language processes of Connecting and Condensing Ideas using various linguistic resources:

- Combining clauses to make connections between and join ideas to express cause/effect, make a concession, provide reasons to support ideas (e.g., compound sentences, coordinate conjunctions, complex sentences) (*ELD.PII.K-12.6*)
- Condensing clauses to create precise and detailed simple, compound, and complex sentences (e.g., embedded clauses, nominalizations, compounding verbs or prepositional phrases) (*ELD.PII.1-12.7*)

Appendix C

Dyslexia Screening and Instructional Recommendations for Education Specialists

While beginning Multiple Subject teachers need to be aware of the indicators of potential dyslexia, be familiar with general assessment procedures for determining student progress, and able to provide appropriate core instruction (Tier 1) and intervention within the classroom (Tier 2), the comprehensive assessment of and intensive intervention (Tier 3) for dyslexia are the purview of the Education Specialist. (See also Element I, Multi-Tiered System of Support Framework.)

The content that Education Specialists would need to know and be able to apply follow.

- Demonstrate knowledge of essential skills and ability to conduct screening and comprehensive assessment to determine if a student has dyslexia
 - Phonological awareness, including phonemic awareness
 - Rapid naming of letters, numbers, colors, and objects
 - Alphabet knowledge
 - Grapheme-phoneme and phoneme-grapheme association (letter-sound and spelling-sound correspondences)
 - Single word decoding of real words and predictable nonwords
 - Reading comprehension
 - Oral reading fluency
 - Encoding (spelling)
- Demonstrate knowledge of and ability to apply principles of structured literacy instruction
 - How structured literacy is taught
 - Multimodal
 - Direct and explicit
 - Structured
 - Sequential and cumulative
 - Content of structured literacy
 - Phonology
 - Orthography
 - Phonics
 - Syllables
 - Morphology
 - Syntax
 - Semantics

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