

Resource Guide on Preparing Teachers for Effective Literacy Instruction

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Introduction

This resource guide is intended to be used by teacher preparation programs as they are revising their programs to address the updated standards and teaching performance expectations (TPEs) required by Senate Bill 488 (Chap. 678, Stats. 2021). The intent of SB 488 was to ensure that teachers prepared in California are able to implement effective literacy instruction for all California students, including multilingual and English learner students and students with disabilities, such as dyslexia.

Background. The resource guide responds to the provisions of SB 488 (Education Code 44259), which require that teacher preparation programs for Multiple Subject, Single Subject, and Education Specialist credentials include the study of effective means of teaching literacy, including “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 statute also requires that the study be aligned with the current *English Language Arts/English Language Development Framework* adopted by the State Board of Education and incorporate the *California Dyslexia Guidelines*.

Accordingly, relevant Program Standards and Teaching Performance Expectations (TPEs) for preliminary Multiple Subject, Single Subject, Education Specialist, and PK-3 Early Childhood Specialist credentials in literacy will be created. Once approved by the Commission, these Literacy TPEs will be the basis for the development of a performance assessment to replace the Reading Instruction Competence Assessment for Multiple Subject and Education Specialist credential candidates.

Content Sources. The content identified in this resource guide is drawn primarily from current California state standards and accompanying curriculum framework documents:

- The *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* identify four strands of English Language Arts (ELA)/Literacy—Reading, Writing, Speaking and Listening, and Language—that students are expected to achieve by the end of each grade, kindergarten through grade 12. Although divided into strands for conceptual clarity, the ELA/Literacy Standards propose a model of instruction in which the processes of communication are closely connected and integrated with one another and across disciplines.
- 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 English Language Development (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 simultaneously, 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.

Organization of the Resource Guide. The resource guide is also organized by the five crosscutting themes. One additional category—**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 category includes the following components:

- Multi-Tiered System of Support and Best First Instruction
- Access and Equity (including the diversity of California’s students and students with disabilities)
- Instruction that Is Developmentally and Age Appropriate
- Instruction for Multilingual and English Learner Students
- California Dyslexia Guidelines
- Assessment

Vision for ELA/Literacy and ELD Instruction. 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 twenty-first 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—multilingual and EL students, students acquiring general American English, students who experience difficulty reading, students with disabilities or dyslexia, and others—have full access to and succeed in ELA/literacy and other disciplines.

Additional Sources of Information. Other important state documents that informed the content of this resource are listed below (in order of publication date):

- *California Preschool Learning Foundations: Volume 1*
- *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*
- *California Preschool Curriculum Framework: Volume 1*
- Resource Guide to the Foundational Skills of the California Standards for ELA/Literacy
- *California Dyslexia Guidelines*
- *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners*
- *Guide to Understanding California MTSS*
- *California Practitioners' Guide for Educating English Learners with Disabilities*
- *Improving Education for Multilingual and English Learner Students: Research to Practice*
- *California Common Core State Standards for Spanish Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects*
- *California Spanish Language Development Standards: Kindergarten Through Grade 12*
- *California Digital Learning Integration and Standards Guidance*

Other Organizational Notes. The charts that follow for each category or theme identify the 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.

- While this resource guide is relevant to teaching at all grade levels, more detailed information is provided on the content expectations for kindergarten through grades 5 and 6.
- 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. All themes, however, are important in a comprehensive literacy program.
- Although this document details critical content to support the teaching of multilingual and EL students and students with disabilities, additional content to support their instruction is identified in the relevant TPEs for each credential type. This document does not provide complete guidance for multilingual, early childhood, or special education programs.
- Citations with standard numbers (e.g., RF.1.3) or page numbers (e.g., FW, pp. 251-59) 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.

Four Appendixes. Appendix A presents literacy content that credential candidates should know resulting from their elementary, secondary, and undergraduate education. Appendix B presents more detailed information about the Communicative Modes and the Cross-Mode Language Processes identified in Parts I and II of California ELD Standards. Appendix C presents recommended comprehensive assessment and instructional practices for dyslexia of particular importance for the preparation of Education Specialists. Appendix D presents specific terminology for phonics and word recognition that teachers are expected to know.