Resource Guide on Preparing Teachers for Effective Literacy Instruction

Revised DRAFT June 2, 2022

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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.

Citation Abbreviations

Abbreviation	Document	Sample Format
ELA	*California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*	Official format for ELA standards, e.g., RI.K-12.8 = Reading Standards for Informational Text, Grades K-12, Standard 8 Other abbreviations: RL = Reading Standards for Literature RF = Reading Standards for Foundational Skills W = Writing Standards SL = Speaking and Listening Standards L = Language Standards Grades 6-12 only 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 ELA, pp. 3-5 = page numbers in published document
ELD	*California English Language Development Standards: Kindergarten Through Grade 12*	Official format for ELD standards, e.g., ELD.PII.K-12.4 = ELD, Part II, Grades K-12, Standard 4 Other abbreviations: PI = Part I ELD, p. 152 = page number in published document
FW	*English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*	FW, pp. 88-90 = page numbers in published document
SLP	*California Comprehensive State Literacy Plan*	SLP, pp. 11-12 = page numbers in posted document

Abbreviation	Document	Sample Format
PSLF	*California Preschool Learning Foundations: Volume 1*	Format for Preschool Language and Literacy Foundations, e.g., PS R.2.1 = Preschool Reading 2.1 (At around 60 months of age) Abbreviations: R = Reading (1.0. Concepts about Print; 2.0. Phonological Awareness; 3.0. Alphabetics and Word/Print Recognition; 4.0. Comprehension and Analysis of Age-Appropriate Text; 5.0. Literacy Interest and Response) LS = Listening and Speaking (1.0. Language Use and Conventions; 2.0. Vocabulary; 3.0. Grammar) W = Writing (1.0. Writing Strategies) *Note*: Foundations cited are for 60 months of age unless stated that they are at around 48 months of age. PSLF, p. 57 = page number in published document
PSEL	*Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, A Resource Guide*	PSEL, p. 16 = page number in published document
PSFW	*California Preschool Curriculum Framework: Volume 1*	PSFW, p. 117 = page number 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
DXG	*California Dyslexia Guidelines*	DXG, pp. 64-66 = page numbers in published document
ELRM	*California English Learner Roadmap*	ELRM, p. 24 = page number in posted Word document
CaMTSS	*Guide to Understanding California MTSS*	CaMTSS, p. 7 = page number in posted document
ElwD	*California Practitioners' Guide for Educating English Learners with Disabilities*	ElwD, pp. 57-59 = page numbers in published document

Abbreviation	Document	Sample Format
IEMEL	*Improving Education for Multilingual and English Learner Students*	IEMEL, pp. 135-36 = page numbers in published document
SLA	*California Common Core State Standards for Spanish Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects*	SLA, p. 10 = page number in posted document (by grade)
SLD	*California Spanish Language Development Standards: Kindergarten Through Grade 12*	SLD, p. 5 = page number in posted document
DLSG	*California Digital Learning Integration and Standards Guidance*	DLSG, pp. 262-63 = 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].

Six components of the Comprehensive and Integrated Literacy Model are included as important literacy content for teacher preparation: Multi-Tiered System of Support Framework; Access and Equity; Instruction that Is Developmentally and Age-Appropriate; Instruction for Multilingual and English Learners Students; California Dyslexia Guidelines; and Assessment.

Comprehensive and Integrated Literacy Model	Literacy Content for Teacher Preparation
Multi-Tiered System of Support Framework FW, pp. 8, 91-103, 910-16; Supporting Students Strategically, pp. 164-66, 315-17, 421, 541-43, 715-17 SLP, pp. 12-14, 86-92 FSG, pp. 15-19 CaMTSS, pp. 1-15 ElwD, pp. 43-100, 295-347 IEMEL, pp. 19-20, 267 DXG, pp. 45-48	• Demonstrate understanding of California's MTSS Framework [CaMTSS, p. 7-8; SLP, pp. 17-18; ElwD, pp. 45-52, 53-57, 60-64, 73-76, 80-81]: ○ Provides the structure needed to achieve an inclusive, equitable, and positive learning environment for every child. ○ Addresses every student's academic, behavioral, and social-emotional learning through a continuum of support that is evidence-based, universally designed, and differentiated to meet the needs of the whole child. ○ Includes Universal Design for Learning, differentiated instruction, and integrated education at all levels of support. ○ Provides access to an intellectually rich and comprehensive curriculum that includes all subjects (mathematics, science, history-social science, physical education, world languages, health education, arts education, and career technical education) supported by shared professional responsibility for the development of literacy across all content areas as well as school libraries [SLP, pp. 14-15]. • Demonstrate knowledge of inclusive academic instruction as defined by MTSS, including screening and progress monitoring [SLP, pp. 17-18; DXG, pp. 14-15, 45-48; CaMTSS, p. 8; ElwD, pp. 50-52, 60-64, 73-79; IEMEL, p. 434]: ○ High-quality, standards-aligned literacy instruction (best first instruction) and universal support for all students (Tier 1). ○ Strategic, targeted instruction and supplemental support for students who are not progressing or responding to Tier 1 literacy instruction as expected (Tier 2). ○ Appropriate referrals for students who have not benefitted sufficiently from Tier 2 supplemental instruction and who need intensified support and intervention, including students who may have dyslexia (Tier 3). • Understand how to provide best first literacy instruction for all students and strategic, targeted instruction and supplemental support for students who are not progressing, including referrals for intensified support and intervention and collaboration with specialists as appropriate [FW, pp. 95, 910-16; SLP, pp. 16-18, 21, 33-34, 42, 78-79, 87, 89, 96; CaMTSS, p. 8; ElwD, pp. 43-100, 295-347].

Comprehensive and Integrated Literacy Model	Literacy Content for Teacher Preparation
Access and Equity FW, pp. 879-936 & throughout IEMEL, pp. 1-509 SLP, pp. 17-18, 29-31, 34-39, 83-89, 92-96 PSFW, pp. 1-28, 319-22	• Demonstrate knowledge of the principles of access and equity [SLP, pp. 34-35], including ○ Celebration of diversity, including representation of students' cultures and languages/dialects in classroom and library texts and other instructional materials [FW, pp. 3-4; SLP, pp. 39, 93] ○ Asset-based approaches, including pedagogies that are culturally and linguistically responsive, relevant, and sustaining [FW, pp. 7-8, 64-66, 94, 916-19; SLP, pp. 33, 38; ElwD, pp. 57-59, 300-03] ○ Universal Design for Learning, including multiple means of and options for engagement, representation, and action and expression [FW, pp. 95, 910-13; SLP, pp. 17, 106; ElwD, pp. 64-68; PSLF, pp. xiv-xv] • Understand how to apply the principles of access and equity in classroom instruction such that all students experience curriculum and instruction that ○ Is engaging, intellectually challenging, motivating, respectful, and integrated [FW, pp. 61-68]. ○ Promotes the achievement of the overarching goals of ELA/literacy and ELD, including readiness for college, careers, and civic life; capacities of literate individuals; becoming broadly literate; and the skills for living and learning in the 21st century [FW, pp. 54-61]. • Understand the diversity of learners in California (students acquiring general American English; multilingual and English learner students; students living in poverty; migrant students; lesbian, gay, bisexual, and transgender students; advanced learners; students who are deaf and hard of hearing; and students with disabilities) and how they are supported through principles of access and equity [FW, pp. 870-936; SLP, pp. 8-10, 31-34; ElwD, pp. 235-94] • Understand legally required provisions for students with disabilities who receive special education and related services, including Individualized Education Plans, accommodations, and modifications [FW, pp. 902-10; SLP, pp. 94-97, 103-05 ElwD, pp. 103-36, 183-234]. ○ Understand the relationship between students with dyslexia and eligibility for special education services and 504 plans (DXG, pp. 59-62]

Comprehensive and Integrated Literacy Model	Literacy Content for Teacher Preparation
Instruction that Is Developmentally and Age-Appropriate SLP, pp. 24-25, 40-42, 48-50, 53-57, 76-85 FW, pp. 132-34, 285-87, 393-95, 505-09, 663-69 PSLF, pp. xi-xvi, 1-45, 46-101, 103-42 PSFW, pp. 5-8, 37-96, 97-176, 177-230 PSEL, pp. 4-5, 16, 28-29, 69, 73-74, 84-85	• Demonstrate knowledge of the principles of developmentally and age-appropriate instruction for young children in prekindergarten and transitional kindergarten settings as well as for children and adolescents in elementary, middle school, and high school settings. ○ Understand child and adolescent growth and development, including the implications of neurodiversity and human learning theory. ○ Understand the importance of building caring relationships with children and adolescents at all stages of development and the value of forming meaningful connections with their families and communities [SLP, pp. 48-50]. ○ Understand the importance of play as a primary context for learning for young children and the benefit of active and intentional literacy learning for all children and youth [PSFW, pp. 5-8]. • Demonstrate knowledge of ways to support the whole child, from the youngest child to the oldest adolescent, including social-emotional development, a sense of safety and belonging, and physical and mental health [SLP, pp. 40-42]. ○ Understand how to integrate social-emotional development with literacy instruction and help children and youth set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions [SLP, p. 40]. ○ Understand ways to honor the assets that children and youth bring to school, including their languages/dialects, cultures, and family experiences, and to represent them in texts and activities. • Demonstrate knowledge of ways to foster students' motivation and engagement in literacy instruction [FW, pp. 63-64], including how to: ○ Create a welcoming environment that respects and accurately reflects the cultural, linguistic, and social diversity of children and youth. ○ Help children and youth discover the purpose and benefits of reading by modeling enjoyment of text and an appreciation of what information has to offer and by creating a print-rich environment. ○ Create opportunities for children and youth to see themselves as successful readers and writers. ○ Promote autonomy by allowing children and youth choices in literacy-related activities, texts, locations in the room in which to engage with books independently, and empowering them to make decisions about topics, materials, and forms of communication. ○ Provide all learners the opportunity to learn by collaborating with their peers. ○ Make literacy experiences more relevant to students' interests, everyday life, or important current events. Plan literacy activities that capitalize on the curiosity and exuberance of young children and the increased importance of peer groups and desire for independence of adolescents.

Instruction for Multilingual and English Learner Students
 	
ELD, pp. 8-16, 148-53, 160-75
 	
FW, pp. 31, 102, 104-19, 162-64 [TK-G1], 167-68 [TK-G1], 314-15 [G2-3], 317-18 [G2-3], 419-21 [G4-5], 422-23 [G4-5], 539-41 [G6-8], 543-47 [G6-8]. (See also the ELD sections for each grade in chapters 3-7.)
 	
ELRM, pp. 1-54
 	
SLP, pp. 15, 19, 24, 29-30, 34-39, 83-88, 89-90, 92-96
 	
IEMEL, pp. 1-509
 	
PSLF, pp. 103-42
 	
PSFW, pp. 177-230
 	
PSEL, pp. 1-142
	• Demonstrate knowledge of the English language development proficiency level continuum [ELD, pp. 18-24].
	• Demonstrate knowledge of and ability to provide literacy instruction with integrated and designated ELD using the California ELD standards and ELA/literacy standards [ELD, p. 175; FW, pp. 104-19; IEMEL, pp. 251-412].
	  ○ Understand that the standards for ELA/literacy and ELD are used in tandem to provide ELA/literacy instruction with integrated ELD.
	  ○ Understand that ELD standards are the focus of designated ELD, which is provided during a time set aside in the regular school day and is aligned to and builds into and from ELA/literacy instruction.
	  ○ 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]. (See Appendix B for additional information on communicative modes.)
	  ○ Understand how to promote multilingual and 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 additional information on cross-mode language processes.)
	  ○ Understand how to promote multilingual and EL students' application of language knowledge to academic tasks via cross-mode language processes using various linguistic resources [ELD, Critical Principles].
	• Understand how to engage multilingual and EL students at all levels in intellectually challenging literacy and disciplinary literacy tasks [ELD, pp. 26, 36, 46, 56, 66, 76, 86, 98, 110, 122, 134; FW, pp. 67-68].
	• Understand how to promote multilingual and 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].
	• Understand the assets of multilingualism and the variety of multilingual program models, including research-based practices, implications for literacy instruction in the home language and English, and the promotion of biliteracy [IEMEL, pp. 116-55; SLA; SLD].
	• Understand the value of translanguaging practices that enable students to draw on all of their available linguistic resources, including their home language(s) [IEMEL, pp. 144-46, 259-61, 274].

Comprehensive and Integrated Literacy Model	Literacy Content for Teacher Preparation
	• Understand register, or how people make different language choices, depending on the situation and bridging discourses (or shifting registers) to move between everyday ways of talking about concepts and more formal ways of talking about what is to be learned [FW, p. 83; IEMEL, pp. 260, 274].
California Dyslexia Guidelines DXG, pp. 1-125 SLP, pp. 30, 77, 79, 86-89, 95-96 DLSG, p. 264	• Demonstrate knowledge of indicators of potential dyslexia [DXG, pp. 14-15]. ○ Difficulties with accurate and fluent word recognition and poor spelling and decoding abilities ○ 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. 65-68]. (See Appendix C a discussion of the roles and preparation of teachers and specialists for the comprehensive assessment and intervention of dyslexia [DXG, pp. 50-58, 64-72].)
Assessment FW, pp. 819-72 FSG, pp. 3, 6, 10, 12-13, 18-19 SLP, pp. 17, 30-33, 55-66, 86-89 ELwD, pp. 137-181 DXG, pp. 42-59 PSFW, pp. 32-34	• Demonstrate knowledge of the purposes and uses of literacy assessment: ○ Assessment *for* learning (formative assessment) [IEMEL, pp. 285-89; ELwD, pp. 331-32, 335] ○ Assessment *of* learning (summative assessment) [FW, pp. 96-98, 822-25] • Demonstrate knowledge of assessment literacy [FW, pp. 819-72], including ○ Use of assessment cycles ○ Student involvement ○ Assessment of ELD ○ Assessment for intervention ○ Technical quality of assessments ○ Assessments mandated in California • Demonstrate knowledge and ability to assess students to determine adequate progress and screen for potential reading difficulties and dyslexia.

II. 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***. Instruction in foundational skills, including phonemic awareness, phonics, and fluency, is direct, systematic, and explicit. 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. 262-63, 270-71]

Consistent with the organization of the *ELA/ELD Framework,* five components of Foundational Skills are included as important literacy content for teacher preparation: General; Print Concepts; Phonological Awareness; Phonics and Word Recognition; and Fluency.

Foundational Skills: General	Literacy Content for Teacher Preparation
FW, pp. 89-90 [TK-G12], 91 [EL TK-G12], 150-52 [TK-G1], 162-64 [EL TK-G1], 180-82 [TK], 212 [K], 247 [G1], 310 [G2-3], 314-15 [EL G2-3], 326 [G2], 362 [G3], 417 [G4-5], 419-21 [EL G4-5], 439 [G4], 473 [G5], 538-39 [G6-8], 539-41 [EL G6-8], 564-65 [G6] FSG, pp. 1-23 ELD, Part III, & pp. 178-89 SLP, pp. 24, 52, 78-79, 82 DLSG, pp. 286-88 [TK], 303-06 [K], 321-24 [G1], 346-48 [G2], 364-66 [G3], 388-89 [G4], 409-10 [G5], 434 [G6]	**Broad Content** • Understand the value of repeated practice and application of skills in meaningful contexts [FW, pp. 9, 251; FSG, pp. 7, 10, 15]. • Understand how to provide instruction in foundational skills that is motivating and engaging [FW, pp. 63-64; PS.R.5.1] and that is culturally and linguistically responsive and sustaining [FW, pp. 94, 916-17; SLP, p. 37-38, 100-01; ELwD, pp. 57-59; IEMEL, pp. 63-113]. **Assessment and Tiered Instruction** • 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]. • Understand the importance of assessing multilingual and EL students in their primary language in order to provide appropriate instruction [FW, pp. 91, 105-06, 162, 928; ELwD, p. 20; IEMEL, pp. 150-55, 167-69] **Comprehensive and Integrated Literacy** • Demonstrate understanding of the components of comprehensive and integrated literacy and their application to Foundational Skills, including the MTSS Framework; Access and Equity; Instruction that Is Developmentally and Age-Appropriate; Instruction for Multilingual and EL Students; California Dyslexia Guidelines; and Assessment. (See I. Comprehensive and Integrated Literacy Model for details.)

Foundational Skills: Print Concepts	Literacy Content for Teacher Preparation
RF.K-1.1 FW, p. 152, 182, 212-213, 247 FSG, pp. 3-4 PSLF, pp. 51-52, 63, 78-79 PSFW, pp. 129-32	• Demonstrate knowledge of important milestones in children's development of print concepts, including: ○ Recognizing print conventions and that print carries specific meaning [PSLF, R.1.1-1.2] ○ Understanding that spoken words are represented in written language by specific sequences of letters [RF.K.1b] ○ Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form [PS.R.3.2] ○ 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] ○ Standards for print concepts are only at kindergarten and grade 1. • Demonstrate knowledge of additional components of print concepts, including: ○ 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: ○ 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: Phonological Awareness	**Literacy Content for Teacher Preparation**

FW, pp. 152-155, 182-183, 214-215, 247-249
 	
FSG, pp. 4-6
 	
SLP, pp. 79-80
 	
PSLF, pp. 52-53, 64-66, 79-82,
 	
PSFW, pp. 133-39, 304-12
	Broad Content
	• Demonstrate knowledge of phonological awareness and phonemic awareness and their distinctions, including the relationship between phonemic awareness and phonics:
	  ○ 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 that the progression of phonological skills also includes rhyme recognition and repetition and creation of alliteration [FW, p. 155]
	  ○ While phonemic awareness instruction focuses primarily on sounds in speech, in phonics instruction children learn about the systematic relationship between the sounds (phonemes) and the symbols (letters and letter combinations) used to represent them in print [FSG, p. 5].
	  ○ Demonstrate awareness of the 43 commonly identified English phonemes and their symbols [FW, p. 154: Figure 3.9]
	• Understand principles of effective instruction in phonological awareness:
	  ○ Sequenced in accordance with progressions
	  ○ Direct, systematic, and explicit
	  ○ 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
	  ○ Phonologically rich environments that explicitly draw children's attention to and stimulate play with sounds through songs, poetry, games, and books
	  [FW, pp. 155, 181-183, 214-215, 248; FSG, p. 5; DXG, pp. 66-67; ELwD, p. 70-73, 110; IEMEL, pp. 265-66]
	• Understand principles for sequencing instruction in phonological awareness:
	  ○ 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)

Foundational Skills: Phonological Awareness	Literacy Content for Teacher Preparation
	○ 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 stairstep fashion [FSB, p. 5]. • Understand the value of coordinating instruction of phonological awareness with other components that contribute to phonological awareness: ○ 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 (*cup*, *cap*). Distinguishing between phonologically similar words demands great attention to individual sounds [FSG, p. 6]. **Assessment and Tiered Instruction** • Understand how to assess what children know in phonological awareness, including what multilingual and EL students know in their home language(s), 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: ○ 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]. ○ Understand that prekindergarten children (at around 60 months of age) should orally blend and delete words and syllables without the support of pictures or objects [PS.R.2.1] and orally blend onsets, rimes, and phonemes of words and orally delete onsets of words with the support of pictures or objects [PS.R.2.2]. ○ 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].

Foundational Skills: Phonological Awareness	Literacy Content for Teacher Preparation

	• Understand that children not demonstrating progress in mid-kindergarten may need additional targeted instructional attention [RF.K.2; FSG, p. 6]
	  ○ 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]
	
	Multilingual and English Learner Students
	• Understand that phonological awareness transfers across languages and does not have to be relearned. Instruction should build on what students already know and help students recognize and distinguish the sounds of English as compared or contrasted with the sounds of the primary language [FW, pp. 105-06, 162, 163-64: Figure 3.11].
	• Understand cross-language relationships, including similar and dissimilar letter-sound relationships, and their implications for instruction [FW, pp. 105-06, 162, 163-64: Figure 3.11].

Foundational Skills: Phonics and Word Recognition	Literacy Content for Teacher Preparation
FW, pp. 156-161, 183-184, 215-217, 249-254, 310-313, 327-329, 362-364, 417-418, 439 FSG, pp. 6-13 SLP, pp. 79-80 PSLF, pp. 53, 67, 82-83 PSFW, pp. 140-45, 313-18	**Broad Content** • Understand that the point of decoding is for children to access meaning; children should expect to generate a word when decoding that makes sense. Unfamiliar vocabulary (e.g., hen = female chicken) may need to be scaffolded. [FW, pp. 151, 160; FSG, p. 7] • Demonstrate knowledge of key components of phonics and word recognition: ○ Letter-sound and spelling-sound correspondences ○ Word parts: syllables and morphemes ○ Irregularly spelled words (*said, was, they*) [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 [RF.K.3c; FW, pp. 152, 156, 158, 251; FSG, pp. 7, 12]. ○ Children in preschool recognize their own name and other common words in print [PS.R.3.1] while kindergartners read common high-frequency words by sight [RF.K.3c]. • Demonstrate knowledge of irregular words—words for which decoding is less useful: ○ Importance of learning to rapidly recognize high-frequency words with irregular or uncommon spelling-sound patterns to develop automaticity ○ Words may be temporarily irregular because relevant letter-sound or spelling-sound correspondences have not yet been taught [RF.K.3c]. ○ Parts of irregular words that are phonetically regular (e.g., *s* and *d* in *said*) can help anchor the word in memory. [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]. ○ Children in prekindergarten begin to recognize that letters have sounds at around 60 months of age [PS.R.3.3]. By the end of kindergarten, children demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant and long and short sounds for vowels [RF.K.3a,b]. • 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

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Foundational Skills: Phonics and Word Recognition	Literacy Content for Teacher Preparation
	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] ○ 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]. • 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. See appendix D for specific terms. **Features/Sequence of Instruction** • Understand important features of phonics and word recognition instruction: ○ Direct, systematic, explicit, logically, and strategically sequenced, and applied to meaningful text [FW, pp. 132, 159, 166; FSG, pp. 8, 12, 15, 18; DXG, pp. 64-69; ELwD, pp. 70-73] ○ 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]. ○ Purpose of decodable texts is to prompt children to apply knowledge of phonics and practice full alphabetic decoding. The amount of time devoted to decodable texts depends on how quickly children grasp the code and develop automaticity and is thereby limited. During this time children learn comprehension skills through read-aloud sessions conducted by the teacher. ○ 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: Phonics and Word Recognition	Literacy Content for Teacher Preparation
	• 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] ○ 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]. ○ 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]

	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].
	  ○ Familiar printed words are recognized instantaneously; words have been decoded enough times that memory trace from orthographic representation to phonological and semantic representation (orthographic mapping) is well established, and they become sight words [FSG, pp. 11, 13].
	• 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 *ight* in *night/flight* and *udge* in *judge/grudge*, 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]
	
	Spelling
	• 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.)
	
	Morphology/Multisyllabic Words
	• 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 [FW, p. 364]:
	  ○ Find affixes (*un-* and *-able* in *unreadable*)
	  ○ Add affixes to root (*bend* becomes *unbendable*)
	  ○ Begin with words that don't have spelling changes (*y* becomes *i* in *happiness*)
	• Understand importance of Greek and Latin roots in decoding and spelling:
	  ○ Greek – *astro* (*astronaut, astronomy*), *tele* (*telephone, telescope*), *auto* (*autograph, automatic*), *micro* (*microphone, microscope*)
	  ○ Latin – *dict* (*dictate, predict*), *port* (*export, support*), *struct* (*construct, structure*), *vid, vis* (*vision, television, visible*)
	[FW, pp. 304, 305: Figure 4.8, 428, 428: Figure 5.10; FSG, p. 11]
	• Demonstrate knowledge of syllable types:

Foundational Skills: Phonics and Word Recognition	Literacy Content for Teacher Preparation
	○ Closed (*hot*, *pic-nic*) ○ Open (*go, e-ven, in-for-ma-tion*) ○ Vowel-C-e (*ride, late, com-plete*) ○ Vowel team (*rain, ouch, through-out*) ○ Vowel-r (*her, per-fect, fur-ther*) ○ Consonant-le (*ta-ble, bu-gle, can-dle, ap-ple*) [FW, 312: Figure 4.11] • Understand important areas of focus in teaching children to read and write multisyllabic words: ○ Compound words (*doghouse, playground*) [FW, p. 364] ○ Inflectional endings (*-ing* in *playing*, *-est* in *oldest*) beginning with words that do not change spelling (*raining* vs. *taking*) [FW, p. 364] ○ Breaking word into syllables using knowledge of syllable patterns (e.g., closed and open syllables, syllables with consonant *-le*) [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] **Assessment and Tiered Instruction** • Demonstrate knowledge of important milestones in children's development of phonics and word recognition, including spelling: ○ 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:

Foundational Skills: Phonics and Word Recognition	Literacy Content for Teacher Preparation
	○ Children's progress should be regularly monitored; formative assessment is especially useful. ○ Children who are ready to progress should be given appropriate direct instruction. ○ Children who need additional, more intensive instruction should be identified quickly and given appropriate instruction. [FW, pp. 89, 156, 160, 164-166, 311, 315-317, 421-422; 543, 717; FSG, pp. 12, 16-19] • Understand that care should be taken in assessing multilingual and EL students in phonics and word recognition. Additional information may be needed to make judgments about students' progress. ○ Pronunciation differences that may be due to influences from students' primary language should not be misunderstood as difficulty with accurate decoding. What may appear to be a reading difficulty may be normal English language development. [FW, pp. 162-64, 314-15, 419-21, 923; ELwD, pp. 82, 146-47]

Foundational Skills: Fluency	Literacy Content for Teacher Preparation

FW, pp. 161-162, 184, 218, 254-255, 313, 329-330, 364-365, 418-419, 439-440
 	
FSG, pp. 13-15
 	
SLP, pp. 79-81
	Broad Content
	• 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].
	  ○ 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]
	• 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].
	  ○ 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:
	  ○ Effortless, virtually unconscious, accurate identification of words [FW, pp. 152, 254-255, 313; FSG, pp. 7, 13]
	  ○ Familiar printed words are recognized instantaneously; words have been decoded enough times that memory trace from orthographic representation to phonological and semantic representation (orthographic mapping) is well established, and they become sight words [FSG, pp. 11, 13].
	  ○ Words children have not yet encountered in print are quickly identified as students are able to 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:
	  ○ Primary importance of fluency as enabling comprehension
	  ○ Reciprocal relationship between fluency and comprehension
	[FW, pp. 161, 313, 329, 418; FSG, p. 13]

Foundational Skills: Fluency	Literacy Content for Teacher Preparation

	Features/Sequence of Instruction
	• 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:
	  ○ 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, 473-74;].
	  ○ 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, 473-74; 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].
	
	Assessment and Tiered Instruction
	• 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. 316-17, 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:
	  ○ Grade 1: W=29, S=60
	  ○ Grade 2: F=50, W=84, S=100

Foundational Skills: Fluency	Literacy Content for Teacher Preparation
	○ Grade 3: F=83, W=97, S=112 ○ Grade 4: F=94, W=120, S=133 ○ Grade 5: F=121, W=133, S=146 Note: These updated norms replace the norms cited in the FW for each grade level. • Understand that care should be taken in assessing multilingual and EL students' reading fluency and interpreting the results. Additional information may be needed to make judgments about students' progress. ○ Pronunciation differences that may be due to influences from students' primary language should not be misunderstood as difficulty with accurate decoding. ○ While some multilingual and EL students may read aloud quickly and accurately, they may not fully comprehend the text, and consistent attention to comprehension is necessary. ○ Grammatical miscues and pronunciation differences that do not affect comprehension may occur. While these may appear to be a reading difficulty, they may be normal English language development. [FW, pp. 162-64, 314-15, 419-21, 923; ELwD, pp. 82, 146-47]

III. 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 important literacy content for teacher preparation: General and Meaning Making with Complex Text.

Meaning Making	Literacy Content for Teacher Preparation
General 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 3-7.) SLP, pp. 23, 79, 81-82 PSLF, pp. 53-54, 68-69, 83-87 PSFW, pp.	**Broad Content** • 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]. • Understand how to provide instruction in meaning making that is motivating and engaging [FW, pp. 63-64; PS.R.5.1] and that is culturally and linguistically responsive and sustaining, and to select and use appropriate texts, including texts in students' home languages [FW, pp. 55-58, 94, 916-17; SLP, p. 37-38, 100-01; ELwD, pp. 57-59; IEMEL, pp. 63-113, 261]. • Demonstrate knowledge of instructional strategies for multilingual and EL students in integrated and designated ELD, including appropriate scaffolding and graphic organizers, joint text construction, sentence unpacking, focus on meaning and academic English, and focus on learning about how English words (forms) based on purpose, audience, topic, and text type. [FW, pp. 104-119]. • Understand the assets of multilingualism and the variety of multilingual program models, including research-based practices, implications for literacy instruction in the home language and English, and the promotion of biliteracy [IEMEL, pp. 116-155; SLA; SLD]. **Assessment and Tiered Instruction** [FW, pp. 819-872] • 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]. • Understand the importance of assessing multilingual and EL students in their primary language in order to provide appropriate instruction [FW, pp. 91, 105-06, 162, 928; ELwD, p. 20; IEMEL, pp. 150-55, 167-69]. **Comprehensive and Integrated Literacy** • Demonstrate understanding of the components of comprehensive and integrated literacy and their application to Meaning Making, including the MTSS Framework; Access and Equity; Instruction that Is Developmentally and Age-Appropriate; Instruction for Multilingual and EL Students; California Dyslexia Guidelines; and Assessment. (See I. Comprehensive and Integrated Literacy Model for details.)

Meaning Making with Complex Text 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]	• Demonstrate knowledge of and ability to promote students' literal and inferential comprehension of the texts they read, write, and present [PS.R.4.1; RL/RI.K-12.1; SLP, pp. 78-79, 81-82], including how to: ○ Teach students to use comprehension strategies effectively, 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, 139-41, 202-03, 291-93, 352, 413, 512, 516-18, 583, 678-80, 925-27] ○ Promote students' metacognition and critical thinking, including analysis, synthesis, and integration of ideas [RL/RI.K-12.7,9; RI.K-12.8]. ○ Create and use text dependent and independent questions and use effective questioning strategies to promote comprehension [FW, pp. 76-78, 140, 206, 425-26, 515-16, 550-52]. ○ Teach students to read for a variety of purposes and comprehend and synthesize across multiple texts [PS.R.4.2; RL/RI.K-12.6; FW, pp. 136-39, 289-90, 398-400, 512-14] ○ Engage students in text deconstruction and sentence unpacking to promote comprehension and language understanding [FW, pp. 111-12, 116]. • 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 [PS.R.4.1; RL/RI.K-12.1-3], including: ○ Who, what, where, when, and why ○ Main idea/main topic ○ Conflicting evidence • Understand how to develop students' knowledge and use of the discourse and text structures in the texts they read, write, and present, including text complexity factors [ELA, p. 41; FW, pp. 70-76]: ○ 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 • 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]. • Understand story grammar [RL.K-12.2-3], including: ○ Characters and traits ○ Setting ○ Theme (central message, moral, lesson)

Meaning Making	Literacy Content for Teacher Preparation
	○ Goal, problem, complication ○ Plot (beginning, introduction, exposition, orientation; rising action, events; turning point, climax; falling action, events; resolution, denouement, end, conclusion, action, events) • Understand nonnarrative structure [RI.K-12.2,5], including: ○ Description ○ Sequence ○ Problem and solution ○ Cause and effect ○ Compare and contrast • Understand how to develop students' knowledge and use of text genres as they read, write, and present. • Understand genres of fiction and their features [RL.K-12.2,5,9]: ○ 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) • Understand genres of informational text and their features [RI.K-12.2,5,9]: ○ Biographies and autobiographies ○ Books about history, social studies, sciences, and the arts ○ 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

IV. 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, pp. 261-62]

Consistent with the organization of the *ELA/ELD Framework,* three components of Language Development are included as important literacy content for teacher preparation: General; Vocabulary; and Grammatical Understandings/Syntax.

Language Development	Literacy Content for Teacher Preparation

General
 	
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 3-7.)
 	
SLP, pp. 23, 79, 82-83, 93
 	
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]
	Broad Content
	• Understand language as a social process and a meaning-making system [ELD, pp. 151, 164], including:
	  ○ Home languages and dialects [FW, pp. 882-94; IEMEL, pp. 27-62, 63-113]
	  ○ Academic language/bridging discourses or shifting between formal and informal registers [ELD, pp. 152; FW, pp. 78-80, 83; IEMEL, p. 274]
	  ○ Metalanguage (language to talk about language) and metalinguistic awareness (thinking about language) [ELD, p. 148; FW, pp. 88-89, 521-22]
	• Understand how to create a language-rich environment and to provide instruction in language development that is motivating and engaging [FW, pp. 63-64; PS.R.5.1] and that is culturally and linguistically responsive and sustaining [FW, pp. 94, 916-17; SLP, pp. 37-38, 100-01; ELwD, pp. 57-59; IEMEL, pp. 63-113].
	• Understand the value of reading aloud to students and discussing books at higher text complexity levels [FW, pp. 58-60]
	
	Assessment and Tiered Instruction
	• 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.
	  ○ Demonstrate ability to analyze students' oral and written language samples [FW, pp. 96-98, 819-78]
	• Understand the importance of assessing multilingual and EL students in their primary language in order to provide appropriate instruction [FW, pp. 91, 105-06, 162, 928; ELwD, p. 20; IEMEL, pp. 150-55, 167-69].
	• Understand how to use collaborative text reconstruction to assess multilingual and EL students' understanding of target vocabulary and grammatical structures [ELD.PI.K-12.2,10; FW, p. 490].
	
	Comprehensive and Integrated Literacy
	• Demonstrate understanding of the components of comprehensive and integrated literacy and their application to Language Development, including the MTSS Framework; Access and Equity; Instruction that Is Developmentally and Age-Appropriate; Instruction for Multilingual and EL Students; California Dyslexia Guidelines; and Assessment. (See I. Comprehensive and Integrated Literacy Model for details.)

Language Development	Literacy Content for Teacher Preparation
	Multilingual and English Learner Students • Demonstrate knowledge of instructional strategies for multilingual and EL students in integrated and designated ELD, including appropriate scaffolding and graphic organizers, joint text construction, sentence unpacking, focus on meaning and academic English, and focus on learning about how English words (forms) based on purpose, audience, topic, and text type. [FW, pp. 104-119]. • 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.) • Understand the value of translanguaging practices that enable students to draw on all their available linguistic resources, including their home language(s) [IEMEL, pp. 144-46, 259-61, 274]. • Understand the assets of multilingualism and the variety of multilingual program models, including research-based practices, implications for literacy instruction in the home language and English, and the promotion of biliteracy [IEMEL, pp. 116-155; SLA; SLD].

Language Development	Literacy Content for Teacher Preparation

Vocabulary
 	
SLP, p. 81
	Broad Content
	• Demonstrate knowledge of vocabulary tiers and their relationship to vocabulary instruction:
	  ○ Conversational
	  ○ General academic
	  ○ Domain-specific
	  [PS.LS.2.1-2.3; L.K12.6; 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:
	  ○ 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]
	
	Multilingual and English Learner Students
	• Understand how to develop multilingual and 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	Literacy Content for Teacher Preparation
Grammatical Understandings/Syntax	**Broad Content** • 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; PS.LS.3.1-3.2]. • 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]. **Multilingual and English Learner Students** • Demonstrate knowledge of instructional strategies for multilingual and EL students in integrated and designated ELD, including appropriate scaffolding and graphic organizers, joint text construction, sentence unpacking, focus on meaning and academic English, and focus on learning about how English words (forms) based on purpose, audience, topic, and text type. [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 multilingual and EL students [ELD, pp. 8-16, 148-153, 160-175; FW, pp. 104-119, 166-168, 317-318, 422-423, 543-547, 718-722]. (See I. Comprehensive and Integrated Literacy Model: Instruction for Multilingual and English Learner Students and Appendix B for details.)

V. 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 important literacy content for teacher preparation: General; Writing; Discussing; Presenting; and Using Language Conventions.

Effective Expression	Literacy Content for Teacher Preparation

General
 	
FW, pp. 145-148, 299-305, 405-413, 522-530, 685-698 (See also the Effective Expression sections for each grade level in chapters 3-7.)
 	
SLP, pp. 23, 79
 	
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]
	Broad Content
	• Understand reading, writing, speaking, listening, and language as tools for effective communication across the disciplines, including:
	  ○ 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. 259-61]
	• 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].
	• Understand how to provide instruction in effective expression that is motivating and engaging [FW, pp. 63-64; PS.R.5.1] and that is culturally and linguistically responsive and sustaining [FW, pp. 94, 916-17; SLP, pp. 37-38, 100-01; ELwD, pp. 57-59; IEMEL, pp. 63-113].
	Comprehensive and Integrated Literacy
	• Demonstrate understanding of the components of comprehensive and integrated literacy and their application to Effective Expression, including the MTSS Framework; Access and Equity; Instruction that Is Developmentally and Age-Appropriate; Instruction for Multilingual and EL Students; California Dyslexia Guidelines; and Assessment. (See I. Comprehensive and Integrated Literacy Model for details.)
	Assessment and Tiered Instruction
	• 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.
	  ○ Demonstrate ability to analyze students' oral and written language samples
	[FW, pp. 96-98, 819-878]
	• Understand the importance of assessing multilingual and EL students in their primary language in order to provide appropriate instruction [FW, pp. 91, 105-06, 162, 928; ELwD, p. 20; IEMEL, pp. 150-55, 167-69].
	• Understand how to use collaborative text reconstruction to assess multilingual and EL students' written expression and use of language conventions [ELD.PI.K-12.2,10; FW, p. 490].

Effective Expression	Literacy Content for Teacher Preparation
General (cont.)	**Multilingual and English Learner Students** • 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.) • Demonstrate knowledge of instructional strategies for multilingual and EL students in integrated and designated ELD, including appropriate scaffolding and graphic organizers, joint text construction, sentence unpacking, focus on meaning and academic English, and focus on learning about how English words (forms) based on purpose, audience, topic, and text type. [FW, pp. 104-119]. • Understand the assets of multilingualism and the variety of multilingual program models, including research-based practices, implications for literacy instruction in the home language and English, and the promotion of biliteracy [IEMEL, pp. 116-155; SLA; SLD].

Effective Expression	Literacy Content for Teacher Preparation
Writing FW, pp. 145-46, 299-301, 406-09, 522-25, 685-90 (See also the Writing sections for each grade level in chapters 3-7.)	**Broad Content** • Demonstrate knowledge of types of writing that students read and produce: ○ 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] • Understand how to foster the development and organization or students' writing appropriate to task, purpose, and audience [W.2-12.4; FW, pp. 354-56, 406-09, 429-30; 467-68, 522-25], including: ○ 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 effective writing strategies, including graphic organizers to support planning and organization [W.K-12.5] ○ Use of mentor texts [See Writing sections in FW chapters 3-7 & in DLSG grades 5-6] ○ Analysis of writing prompts and students' writing [FW, pp. 842-850; FW, See Writing sections in chapters 3-7] ○ Use of legible printing [L.2.1g] and cursive or joined italics [L.3.1j; L.4.1h] ○ Use of technology, including keyboarding [W.K-12.6; FW, pp. 954-961] • Demonstrate knowledge of the organizational elements of writing ○ Introduction ○ Thesis statement ○ Evidence, facts, concrete details, quotations, definitions, example ○ Transitions, including syntax ○ Conclusion [W.K-12.1-3]

Effective Expression	Literacy Content for Teacher Preparation

Writing (cont.)	• Demonstrate knowledge of ways for students to use the words of others
	  ○ 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 multilingual and EL students and others [FW, p. 490; FW, Various Vignettes]
	
	Assessment and Tiered Instruction
	• Understand how to provide constructive feedback on students' writing, including peer feedback [FW, See Writing sections in chapters 3-7; FW, pp. 96-98].
	Understand how to use language analysis framework for writing to assess progress of multilingual and EL students [FW, pp. 851-853].

Effective Expression	Literacy Content for Teacher Preparation
Discussing 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 3-7.)	**Broad Content** • Understand the importance of providing abundant opportunities for students to talk about what they are learning and to use language for a variety of purposes [PS.LS.1.1; SL.K-12.1; ELD.PI.K-12.1,3]. • Understand the impact of the quality and amount of teacher talk on the quality of student discussion. • 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]. **Multilingual and English Learner Students** • Understand how to use strategies to foster multilingual and EL students' participation in discussions [FW, pp. 104-119, 166-168, 317-318, 422-423, 543-547, 718-722; FW, Various Vignettes].

Presenting
 	
FW, pp. 147, 302-303, 412, 527-528, 694-695 (See also the Presenting sections for each grade level in chapters 3-7.)
	• Understand how to facilitate student presentations, including:
	  ○ Determining purpose and needed preparation
	  ○ Use of technology and digital media (audio, graphical, visual, interactive) for developing and conducting presentations, including research/searches
	[W.K-12.7-8; SL.K-12.4-5; ELD.PI.K-12.9; FW, pp. 954-961]

Effective Expression	Literacy Content for Teacher Preparation
Using Language Conventions FW, pp. 147-148, 303-305, 413, 529-530, 695-698 (See also the Language Conventions sections for each grade level in chapters 3-7.)	• Demonstrate knowledge of how students' understanding and use of language conventions (**punctuation, capitalization,** and **spelling**) helps students ○ 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**: ○ 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] ○ 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: ○ Prephonetic or emergent (*NPXXA O*) – TK (or earlier) through 1 ○ Phonetic or letter name-alphabetic (*brd, I lk* skr.) – K through 2 ○ Patterns within a word or words (*she, rain, cake, I can skate*.) – 1 through 4 ○ Syllable juncture or syllables and affixes (*hop → hopping, love → loving, easy → easiest, happy → happiness*) – 3 through 8 ○ Meaning derivation or derivational relations (*chronic, chronicle synchronize*; *photograph, photographer*; *please, pleasant*) – 4 and up [FW, pp. 304-305: Figure 4.8]

Effective Expression	Literacy Content for Teacher Preparation

Using Language Conventions (cont.)	• Understand the value of monitoring **spelling** development:
	  ○ 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. 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 important literacy content for teacher preparation: General; Wide Reading; Engaging with Informational/Disciplinary Text; and Engaging in Research.

Content Knowledge	Literacy Content for Teacher Preparation
General FW, pp. 87-89, 148, 306, 413, 531, 695-698 (See also the Content Knowledge sections for each grade level in chapters 3-7.) 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] SLP, pp. 24, 79, 81-83, 93	**Broad Content** • 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]. • Understand how to provide integrated literacy and content instruction that is motivating and engaging [FW, pp. 63-64; PS.R.5.1] and that is culturally and linguistically responsive and sustaining, and to select and use appropriate texts, including texts in students' home languages [FW, pp. 55-58, 94, 916-17; SLP, p. 37-38, 100-01; ELwD, pp. 57-59; IEMEL, pp. 63-113, 261]. • Understand how to incorporate content knowledge as integrated with ELA/literacy instruction with integrated and designated ELD • Understand that before children can read independently, they learn content and important comprehension skills by listening to and discussing a wide and cohesive range of texts read aloud by the teacher [RL/RI.K-1.1-3,7-8; FW, p. 149]. • Understand the assets of multilingualism and the variety of multilingual program models, including research-based practices, implications for literacy instruction in the home language and English, and the promotion of biliteracy [IEMEL, pp. 116-155; SLA; SLD]. **Comprehensive and Integrated Literacy** • Demonstrate understanding of the components of comprehensive and integrated literacy and their application to Content Knowledge, including the MTSS Framework; Access and Equity; Instruction that Is Developmentally and Age-Appropriate; Instruction for Multilingual and EL Students; California Dyslexia Guidelines; and Assessment. (See I. Comprehensive and Integrated Literacy Model for details.)
Wide Reading FW, pp. 55-58, 149, 306, 414, 537-538, 712 (See also the Wide Reading sections for each grade level in chapters 3-7.)	• Understand the importance of students engaging in wide reading, including the role of motivation and engagement [FW, pp. 63-64; PS.R.5.1] and the representation of students' cultures and languages in the texts they read [FW, pp. 55-57; see also I. Comprehensive and Integrated Literacy Model: Access and Equity]. • Understand how to plan and implement a classroom program of independent reading [FW, pp. 57-58].

Content Knowledge	Literacy Content for Teacher Preparation
Engaging with Informational/Disciplinary Text 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 3-7.)	• Demonstrate knowledge of disciplinary literacy [FW, pp. 531-533, 698-702], including ○ 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]
Engaging in Research 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 3-7.)	• Demonstrate knowledge of strategies to engage students in research, including ○ 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 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. Drawn from California's Standards for English Language Arts and Literacy for kindergarten through grade 12, the content expected of candidates when they enter their credential program follows.

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 <u>how they work</u>. <u>What I say</u> is true*.)
    - Relative (*My brother, <u>who claimed to have a sprained ankle</u>, ran after the bus. The windows <u>that you installed last year</u> have sprung a leak*.)
    - Adverbial (He will wake up *<u>when the sun rises</u>. Keep hitting the gong, <u>until I tell you to stop</u>.*)
- 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

<u>General</u>

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

<u>Writing</u>

- Capacity to write effectively for social and academic purposes

<u>Discussing</u>

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

<u>Presenting</u>

- 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

Communicative Modes and Cross-Mode Language Processes Identified in Parts I and II of the California ELD Standards

This appendix presents more detailed information about the communicative modes and cross-mode language processes identified in the California ELD Standards, Part I: Interacting in Meaningful Ways; and Part II: Learning About How English Works. Beginning teachers should learn these communicative modes and cross-mode language processes, so they can provide instruction in both integrated and designated ELD. The cross-mode language processes are particularly important when providing instruction in designated ELD. (See also I. Comprehensive and Integrated Literacy Model: Instruction for Multilingual and English Learner Students.)

Part I: Interacting in Meaningful Ways

Collaborative
Understand how to promote students' use of language to gain and exchange information and ideas in the Collaborative communicative mode (engagement in dialogue with others):

- Exchanging information and ideas via oral communication and conversations (*ELD.PI.K-12.1*)
- Interacting via written English (*ELD.PI.K-12.2*)
- Offering opinions and negotiating with or persuading others (*ELD.PI.K-12.3*)
- Adapting language choices to various contexts (*ELD.PI.K-12.4*)

Interpretive
Understand how to promote students' use of language to gain and exchange information and ideas in the Interpretive communicative mode (comprehension and analysis of written and spoken texts):

- Listening actively and asking or answering questions about what was heard (*ELD.PI.K-12.5*)
- Reading closely and explaining interpretations and ideas from reading (*ELD.PI.K-12.6*)
- Evaluating how well writers and speakers use language to present or support ideas (*ELD.PI.K-12.7*)
- Analyzing how writers use vocabulary and other language resources (*ELD.PI.2-12.8*)

Productive
Understand how to promote students' use of language to gain and exchange information and ideas in the Productive communicative mode (creation of oral presentations and written texts):

- Expressing information and ideas in oral presentations (*ELD.PI.K-12.9*)
- Writing literary and informational texts (*ELD.PI.K-12.10*)
- Supporting opinions or justifying arguments and evaluating others' opinions or arguments (*ELD.PI.K-12.11*)
- Selecting and applying varied and precise vocabulary and other language resources (*ELD.PI.K-12.12*)

Part II: Learning About How English Works

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:

- Understanding text structure and organization based on purpose, text type, and discipline (*ELD.PII.K-12.1*)
- 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

Comprehensive Assessment and Intervention for Dyslexia: Teacher and Specialist Roles and Preparation

General education classroom teachers, Education Specialists, Reading and Literacy Leadership Specialists, and teachers with a Reading and Literacy Added Authorization should be prepared to collaborate on the comprehensive assessment and intervention for dyslexia.

Classroom teachers should be prepared to understand and note the indicators of potential dyslexia, employ assessment procedures for determining student progress and screen for potential dyslexia, provide appropriate core instruction (Tier 1) and intervention within the classroom (Tier 2), and make appropriate referrals for students who are not responding to intervention.

Specialist teachers and teachers with a Reading and Literacy Added Authorization should be prepared to consult with classroom teachers regarding appropriate core and supplemental instruction, conduct formal and informal diagnostic assessments, and provide intervention (Tiers 2 and 3) as needed. Specialist teachers should be prepared to collaborate in the development of a formal assessment plan in consultation with a child's parents or guardians and appropriate school team(s) to conduct a comprehensive assessment to determine if a child has dyslexia and if the child qualifies for special education. (See also I. Comprehensive and Integrated Literacy Model: Multi-Tiered System of Support Framework.)

The content related to dyslexia that Education Specialists, Reading and Literacy Leadership Specialists, and teachers with a Reading and Literacy Added Authorization would need to know and be able to apply includes the following [DXG, pp. 50-58, 64-72]:

- Demonstrate knowledge of essential skills to be assessed and the ability to conduct a 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 for students with dyslexia:
  - How literacy is taught
    - Multimodal
    - Direct and explicit

    - Structured
    - Sequential and cumulative
  - Content of what is taught
    - Phonology
    - Orthography
    - Phonics
    - Syllables
    - Morphology
    - Syntax
    - Semantics

Appendix D

Specific Terminology for Phonics and Word Recognition

Multiple Subject, Single Subject English Language Arts, Education Specialist, and PK-3 Early Childhood Education Specialist teachers are expected to have knowledge of key terminology in phonics and word recognition [FW, pp. 157-158: Figure 3.10, except as indicated below]:

- 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
- 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]

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