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Boxes in tables highlighted in **light purple**; any other places will be highlighted in **light purple**

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Revision 3 2025.09.12

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Revision 2 2025.08.11

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Revision 1 2025.7.2

3.1.a-c. highlighted in **yellow** was revised per [Phase III Feedback MS](#)

SB 488 Literacy Preparation for Prospective Teachers - Pacific Union College

PART 2. OVERVIEW OF REQUIRED COURSES FOR LITERACY INSTRUCTION AND PROCESS FOR PROGRAM REVISIONS

2.1. Provide a table listing all required courses for each pathway offered for this credential type where literacy instruction is the primary coursework focus. Institutions may also list other required courses where literacy instruction is not the primary focus but in which some of the content in Standard 7 and TPE 7 is covered.

Pathways	List of all required courses where the primary focus is literacy instruction	List of any other required courses where literacy standard 7 and TPE 7 are covered but are not the primary focus of the course
Multiple Subject Student Teaching Traditional Program	EDUC 353 Teaching English-Language Arts I (4) EDUC 356 Teaching English-Language Arts II (4)	EDUC 332 Teaching with Technology (3) EDUC 339 ELL Pedagogy (3) EDUC 340 Exceptional Children (4) EDUC 357 Teaching Content Areas: Science, Social Studies, the Arts (4)

2.2. Briefly describe the process (i.e., committee established, specific faculty review committee work, academic senate approval, etc.) used to review the program to ensure alignment with the new literacy instruction standards and teaching performance expectations.

Pathway	Process used for internal program review to ensure alignment with new literacy standards and TPEs.	Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)
Multiple Subject Student Teaching Traditional Program	The Education Department Faculty designated several staff meetings to read through the requirements for SB 488 and identified courses to revise, brainstormed a list of consultants for input and review, and made assignments for responding to different elements, needed syllabi, and individual contacts for guidance. We consulted individuals and discussed SB 488 as agenda items at both our LEA Advisory and our Field Advisory Council, seeking their suggestions.	Dr. Jennifer Peñaflorida, Chair, CalTPA Coordinator, and Faculty Dr. Jean Buller, Program Director, Multiple Subjects, and Faculty Professor Nicole Nunes-Smith, Program Director, Single Subjects, Placement Director, and Faculty Julian Ybarra, Credential Analyst

Pathway	Process used for internal program review to ensure alignment with new literacy standards and TPEs.	Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)
	The instructor of the MS literacy courses prepared a professional growth plan, consulted academic administrators for support, and began preparing the draft document for submission. The PUC Placement Director began revising MOU documents to send to our partnering elementary school districts, and revised the Student Teaching Handbook. The Credential Analyst and faculty began revising syllabi, course content, and adding TPE 7 to all department documents (Evaluation Forms, Applications forms, Credential Handbook, fieldwork requirements, portfolio description, Mentor Training Materials, Advising Sheets) Faculty continued to meet as questions arose and progress was made. After drafting possible changes to our courses, fieldwork, and documents, we invited our consultants to provide feedback. We revised using most suggestions. The program has adjustments in documents, forms, and within coursework and fieldwork content. Several of our course descriptions are in DRAFT form and will need the added	Consultant: Kathleen Jefferson, Teacher, K-1, Special Education Teacher, Adjunct PUC Professor Consultant: Jennifer Wareham Best, Speech Pathologist at K-8 school, Retired Professor, Communication Consultants for Teaching ELL: Nicole Lemare, Principal, Calistoga Elementary School Amy Palma, Teacher, Calistoga Elementary School Elizabeth Ganshorn, ELL Teacher, St. Helena High School Field Advisory Council Meeting: Ben Scinto, Principal, St. Helena High School (He shared implementation of a new support program for students struggling with literacy and invited us to participate).

Pathway	Process used for internal program review to ensure alignment with new literacy standards and TPEs.	Identify staff who engaged in this process and titles (program director, faculty, site-based personnel, etc.)
	content to be submitted to the campus governance committees for approval. We will not be adding courses, but we will be revising content and thus course descriptions for our catalog.	

2.3. Describe how the program has ensured that faculty teaching the literacy instruction courses understand the requirements in SB 488, the new standards and TPEs, and the evidence base supporting them. If this response differs by pathway, please respond for each pathway.

Multiple Subject Student Teaching Traditional Program - Our department dedicated several staff meetings to read the SB488 documents carefully, discuss the meaning of the new standards, and possible revisions to our program. The instructor for the multiple subject reading courses (and reading specialist) clarified terminology and concepts.

The MS Literacy Instructor purchased several Science of Reading Textbooks for the faculty resource library. The literacy instructor primarily teaches the two literacy courses for the multiple subject credential and will be engaged in most of the professional growth. She will continue to share concepts, resources, and make suggestions for program coursework and fieldwork during the weekly Department Staff Meetings. The faculty shared current practice and proposed changes. The books purchased are listed below.

Johns, A. (2023). *The science of reading: information, media & mind in modern America*. University of Chicago Press.

DeHaene, S. (2009). *Reading in the brain, the new science of how we read*. Penguin Books.

What is the Science of Reading? <https://www.reallygreatreading.com/what-is-the-science-of-reading-and-phonics>.

Hollowell, M. (2023) *The science of reading in action: Brain-friendly strategies every teacher needs to know*. Teacher

Goals Publishing.

[Free symposiums](#) from University of Florida Literacy Institute (UFLI) are helpful to better understand the research and best practice for the Science of Reading initiatives. These resources have been shared with all faculty who are invited to view the offerings.

Faculty each have \$1,000 for professional growth and will be using their funds to enhance individual understanding. Several meetings have been attended by the literacy instruction faculty, Dr. Buller.

Dr. Buller's [professional growth plan](#) outlines what has been done and will continue.

2.4. Describe how the institution/program has provided opportunities for faculty teaching these courses to engage in professional learning to ensure that they are prepared to teach new content as required by SB 488, the standards, and the performance expectations. If none has been provided to date, provide information about the implementation plan for specific professional development and learning that will take place. If these responses differ by pathway, please respond for each pathway.

The instructor for the two main courses for the Multiple Subject Program has attended webinars, purchased and read books on the Science of Reading, and plans to attend the [International Dyslexia Association \(IDA\) Conference](#) in October, 2024. The instructor will continue to look for more conferences and webinars to attend. The instructor works with eight K-2 students and four special education students in K-12 and can implement recommended methods and strategies to build experience while preparing pre-service teachers.

[Professional Growth Plan](#)

2.5. What steps has the program taken or will take in the coming months to communicate to mentor/cooperating teachers and other PK-12 partners the new requirements of SB 488, the new literacy instruction program standards, TPEs, and upcoming performance assessment requirements? (meetings, notifications, handbook updates, etc.)

Advisory Meetings - We began last spring in our annual Field Advisory Meeting and our LEA Advisory Meeting informing our partners that SB 488 was changing expectations for literacy experiences in schools. We discussed the specific changes - special needs (dyslexia), ELD lessons, explicit phonemic awareness and phonics experiences. We

sought their advice as to how our students could be engaged in their schools and classrooms. We also asked what content and activities we should emphasize in our courses to meet the new expectations so our candidates would be prepared. They provided helpful advice on content and explained what experiences they could provide, such as lunchtime tutoring. We will include discussions this winter and spring with Literacy Preparation to Teach All Students as an agenda item in these Advisory Meetings.

Mentor Teacher Communications - Once a classroom teacher is matched as a mentor to a candidate, they receive several items from our Placement Director. A notice is sent that includes information about the TPEs, including TPE 7. The mentors are emailed a Student Teacher Handbook that details the Student Teaching Experience, including expectations. They are also sent a link to our online Mentor Teaching Training Modules that covers the Teacher Performance Expectations (TPEs). Plans for this school year include updating the online Training Module to cover the addition of TPE 7.

[Notice to LEA Regarding TPE 7 \(Literacy\)](#)

[Mentor Teacher Handbook](#)

[Mentor Teacher Memo](#)

[Student Teaching Handbook](#)

Orientation to Student Teaching - The candidate, with the College Supervisor, arranges a meeting with the mentor teacher and the principal for introductions and a face-to-face orientation to the student teaching experience. The meeting covers items on the Orientation Checklist, including all of the TPEs (along with TPA expectations). The College Supervisor and Mentor Teacher sign these forms, and they are returned to the Placement Director.

[Full-Time Student Teaching Mentor Teacher Orientation Form](#)

[Pre-Session Mentor Teacher Orientation Form](#)

[Short-Term Mentor Teacher Orientation Form](#)

2.6. In what ways did the program's process for reviewing its coursework and clinical practice requirements against the new standards and TPEs include individuals with expertise in literacy instruction for multilingual/English learner students?

These individuals were identified as important consultants for us to contact as we enhance our program design for addressing Effective Literacy. These individuals were recommended because of their expertise with multilingual/English learners. After we shared the new standards and requirements with them and our ideas for changes, they provided

feedback and recommended successful strategies they use and experiences they could arrange. At least one has offered to be a guest speaker for a course. We will continue to consult with them through the next year or two as we refine our process, sharing what is working for us and seeking their advice for what is challenging. We have also invited them to be part of our LEA Advisory Group. We will add consultants as recommended while we continue to refine our program this year.

- Elizabeth Ganshorn at St. Helena High, ELL instructor
- Nicole Lemare, Principal, Calistoga Elementary School
- Amy Palma, teacher and ELD specialist, Calistoga Elementary School
- Ben Scinto, Principal, St. Helena High School and Field Advisory Council Member

He shared implementation of a new support program for students struggling with literacy and invited us to participate, and he suggested one of his ELD teachers would be an excellent consultant for us to collaborate with.

2.7. Provide links to syllabi that demonstrate that the English Language Arts (ELA) and Literacy Standards, English Language Development (ELD) Standards, and English Language Arts/English Language Development (ELA/ELD) Framework are required and central components for candidates in literacy instruction coursework. These links should be bookmarked to the exact place in the syllabi where this occurs. Multiple links to different sections of the same syllabus are acceptable.

EDUC 353 Teaching English Language Arts I is the primary place where candidates meet the ELA/ELD Framework and the ELA Standards are taught. For a closer look, students must complete an orientation guide for all of these documents after they are introduced in class. We refer to these documents throughout the course, and they use the standards when planning and teaching lessons in their fieldwork placements.

[ELA/ELD Standards](#)

[Student Learning Outcomes](#)

[Comparison of ELA and ELD Standards](#)

[Assignment: Orientation Guide to ELA/ELD Standards](#)

[Class I Topic - ELA/ELD Standards](#)

[Orientation Guide to ELA/ELD Framework](#)

[Orientation Guide to CA Core Curriculum ELA Standards](#)

PART 3. PREPARING CANDIDATES TO UNDERSTAND AND TEACH FOUNDATIONAL SKILLS, AS REQUIRED IN EDUCATION CODE SECTION 44259 (b)(4)(A)(i) and (B)

3.1. Program/Coursework Coverage of TPEs – Submission of Table 3.1 (provided in the appendices). Course coverage of Foundational Skills TPE 7.5 with links to specific content within course syllabi.(See Appendix C-F, as applicable to each credential program)

Education Code Section 44259 (b)(4)(A)(i) and (B). 44259 (b)(4)(A)(i) contains the following requirements: PROGRAM SPONSOR ALERT 24-01: Literacy Instruction Certification Required by SB 488 Page 15 ...satisfactory completion of comprehensive reading instruction that is research-based and includes all of the following:

(i). The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills. (B)

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

Table 3.1. Teaching Performance Expectations: Foundational Skills

Indicate in which courses the literacy concepts are:

- 1) introduced and are covered primarily,
- 2) where there are opportunities for candidates to practice the concepts, and
- 3) how candidate’s knowledge of the pedagogical skills related to these concepts are assessed.

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these can be seen explicitly (see Appendix B). Programs may list as many places as necessary to ensure the concept is covered thoroughly. Reviewers will look to ensure each is covered and that the topics are covered in appropriate depth and that candidates have the knowledge, skills, and abilities of a beginning teacher.

7.5/U7.5 Foundational Skills. Develop students’ skills in the following:

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
a. print concepts, including letters of the alphabet	353 Concepts of Print The candidate is introduced to Print Concepts through chapter material in each of the three required textbooks, a slide presentation, and instructor modeling using Big Books and an assessment. The instructor prepares students for concepts of print in a presentation on early reading experiences-slide 16 in the class prior to concepts of print Alphabet The candidate has assigned readings in each of the three textbooks reading the alphabetic principle, learning the 44 sounds of alphabet and combinations. The instructor models a lesson plan on an alphabet	353 Concepts of Print Survey The candidate uses the Print Concepts Survey to assess students' understanding of print (e.g., front of book, directionality, letters, punctuation). Student responses link directly to the next instructional steps, ensuring candidates know how to use the information to guide practice in print awareness. Students read about the concepts of print in their textbook being an early predictor of literacy success - along with academic language. The instructor then models concepts of print using Big Books and pointers; as well as explaining the importance of early lap reading and read alouds in the home; The	353 Assessment: Analyzing the Print Concepts Survey Results The revised assessment now includes explicit attention to alphabet knowledge. In Part 3, candidates design goals and strategies for helping students identify and name uppercase and lowercase letters. In Part 5, they reflect on how letter recognition bridges print awareness and phonics. 353 Letters of the alphabet is covered in the text. Candidates proctor the Alphabet assessment (last page) as a performance task IN CLASS :on Jan 27 to see that it is administered correctly. Candidates also are required to pass the phonics test to pass the

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	letter, including available resources (applications, student materials, games, crafts, etc) for practice. The instructor's lesson plan on the alphabet includes instruction in the important elements, principles, and sequence for teaching the alphabet.	Instructor explains the elements in the Concepts of Print Assessment, models giving the test with one volunteer; candidates then partner and take turns giving the assessment to each other in class. Candidates are placed in a K-2 school in one of their placements and are required to give four assessments and submit a formal report often choosing concepts or print. They are also required to give the Core Phonics Survey which they practice in class at the conclusion of the Phonics class periods. Candidates engage in many class activities as they practice using books and participating in activities for teaching the alphabet	EDUC 353 course. This phonics test includes questions about the alphabet. The essay portion of the final test also includes a question about teaching the alphabet (question # 9)
b. phonological awareness, including phonemic	353 Key Concepts Introduced:	353 Discussions & Learning	353 Test: Phonemic Awareness

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
awareness	Phonemic Awareness Students are provided with this textbook section to read as a part of a larger classroom discussion regarding phonemic awareness. Textbook on Phonemic Awareness: From From Phonics A-Z textbook by Wiley Blevins Students read the chapter to learn about phonological and phonemic awareness as part of a larger class discussion.	Activities: Phonemic Awareness Phonemic Awareness Lesson Plan with Student Activities for practice The above lesson plan is taught to candidates by the instructor and includes modeling and practice of phonemic activities.	After an introduction to phonemic awareness and a discussion regarding key concepts, students take this multiple-choice assessment to gauge understanding.
c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences	Phonics A-Z Table of Contents (1 pg) From From Phonics A-Z textbook by Wiley Blevins The phonics A–Z text helps teacher candidates understand the importance	Create a Lesson Plan Assignment Sample UFLI Lesson: digraph sh After watching a UFLI lesson on the digraph “sh,” students apply their	Students will be assessed on the TPE 7.5 evaluation form by successfully teaching a 6-step explicit phonics lesson as evaluated by candidate, mentor teacher, and supervisor

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	of explicit, systematic instruction in letter-sound relationships. Phonics Introduction PPT Candidates are introduced to phonics, spelling, and word recognition through the Phonics Introduction presentation, which provides key concepts, phonics patterns, and instructional strategies for word identification.	knowledge of phonics into a phonics lesson plan where they must include standards, objectives, and activities in the six-step design that use letter-sound, spelling-sound, and sound-symbol correspondences. We have strengthened our program by changing from a three-part lesson plan to a six-step Explicit Phonics lesson plan.	Candidates create a 6-step phonics lesson plan in the 353 class. They submit the lesson plan assignment to be evaluated.
d. decoding and encoding, including morphological awareness	EDUC 353	EDUC 353 EDUC 493(353L) EDUC 493 TPE Portfolio Directions	TPE Assessment ELA Subject Matter Standards Phonics for Teachers Test Phonics Assessment TPE Portfolio Checklist

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity)	EDUC 353	EDUC 353 Reading Inventory EDUC 493(353L)	TPE Assessment ELA Subject Matter Standards Assessment Report
f. instruction that is structured and organized as well as direct, systematic, and explicit	EDUC 353 UDL Lesson Plan Systematic, Explicit Phonics	EDUC 353 UDL Lesson Plan Phonics Lesson Plan EDUC 493(353L)	TPE Assessment ELA Subject Matter Standards
g. connected, decodable text	EDUC 353	EDUC 353 Phonics Lesson Plan	Phonics Lesson Plan
h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.	EDUC 353 Cueing Systems The candidates have two textbook reading assignment on cueing systems, and the instructor models examples of how readers use cueing systems (semantics, graphophonic, syntax, pragmatic) for	EDUC 353 Candidates practice in class on word fluency strategies and text fluency strategies (marking words by word families (onsets, rimes)), engaging in prosody practice , and fluency rereadings Candidates practice	TPE Assessment ELA Subject Matter Standards Candidates turn in a fluency practice assignment completed in class, administering timed readings with the Read

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	fluency and comprehension. “The weather is hot and I want to swim in the _____. Candidates also have textbook readings, on each of the cues and how they contribute to fluency through text, Kemeny’s Move 6 (focus on meaningful fluency practice), slide presentation - slide 7, and teacher modeling the Read Naturally Program that uses repeated readings to target rate, accuracy, and prosody through 1-minute readings to reach fluency goals. What is Fluency? The Basics slide presentation. Candidates review the elements of fluency on the EARS Multidimensional Fluency Scale. The instructor models teaching prosody using text	components of fluency (see lesson plan ACTIVITIES see pink highlights). Candidates prepare an assessment report that must include a Basic Reading Inventory (includes a fluency component - WPM) and a Running Record completed on elementary age children. EDUC 493 (353L) Required Classroom placements in K-2 schools where teachers use UFLI lessons allow candidates to observe and teach lessons in using cues in reading during connected text and passage timings. They are also required to use give an assessment to determine accuracy, rate, and make comments on prosody. Candidates practice marking passages to practice prosody along with	Naturally Materials.

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	and candidates practice reading chorally as a class, and then with a partner, the candidates mark a passage for prosody and practice reading fluently. EDUC 339 To introduce the concept of text reading fluency, students read the following chapters prior to class: Fenner & Synder, Ch 8 Cardenas-Hagan, Ch 6 Cardenas-Hagan, Ch 8 During Week 5, the class session focuses on unpacking the concepts in the readings through learning activities outlined in the Week 5 Google Slides, which guide students in practicing and analyzing evidence-based reading fluency strategies.	other fluency activities uploaded in CANVAS Candidates practice repeated readings in class with partners. Participating in timed reading assessments is encouraged by all candidates during their literacy fieldwork. It is required that they assess WPM as part of the Assessment Report (Basic Reading Inventory) they do with an elementary child. EDUC 339 In the first learning activity (week 5), students work in small groups and read a Shakespeare sonnet, focusing on accuracy, rate, prosody. I chose Shakespeare because it's hard and can hopefully help them see the challenges ELLs face.	

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	353 Candidates read Tompkins, Literacy, chapter 5, Developing Fluent Readers and Writers. They also read Blevins, section 5, and Kemeny, move 5 and 6: sight words, and meaningful fluency practice. The lesson plan for week 5 covers fluency - the definition, skills (rate, accuracy, prosody), using cues (CLOZE), automaticity Heart/Sight Words (phonograms, syllable rules, affixes), measuring automaticity, strategies for developing automaticity, and assessment with case studies. See CANVAS Support Materials Sample Pages from Blevins, Section 5, for phonograms, affixes, syllables, spelling; Reading & Writing by Phonograms	Later during the lesson, students are then tasked with a case study analysis from Cardenas-Hagan Ch 6. Students read the study and then answer questions about Emilio's reading fluency, including offering instructional strategies to help him. 339 Grade 2 Vocabulary Instruction In this learning activity, teacher candidates design vocabulary instruction that supports text reading fluency through attention to spelling and syllable patterns, semantics, morphology, and syntax. Candidates analyze a grade-level text, select high-utility words, and design instructional activities that promote decoding, meaning-making,	

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	Fluency through Syllable Chunks Phonogram Lists Read, Spell, Write, Extend Routine Steps in Making a Word Automatic Word Ladders The Blevins text has entire chapters of phonograms to use in spelling words by substituting onsets for different word families/rimes (phonograms). In EDUC 356 - Candidates read material on teaching spelling; review spelling stages; review spelling materials and lesson format and scope and sequence; and incorporate dictation in the phonics lesson plan. In EDUC 353 - Candidates are introduced to spelling patterns (phonograms) and	and sentence-level fluency. The task requires candidates to align their planning with specific fluency features and differentiate supports for English learners across proficiency levels. In EDUC 356 Candidates analyze student writing by categorizing each word of a writing sample to determine stages of writing. Candidates also learn about the spelling assessment and how that identifies spelling stages In EDUC 353 Candidates are required to teach lessons to their peers in fluency at the word level - both sight word and spelling games, word ladders. Candidates take turns writing words on cards for the word wall - with word	

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	learn to analyze words by word families (phonograms) - CVC, CVVC, CVCE. To quickly analyze a word by finding the rime and adding onsets. These are practiced in Blevins with word lists according to various word families. Instructional time is spent with posters - of consonants that have “their sounds” heard when you say “their names” called the “good guys” - of consonants sounds are not “heard” with their “names” - called the “tough guys.” The class practices drills of phonograms (-ill; -ake; - ell; - oat; - up) and we practice making words by putting the phonogram with all of the consonants - making real words and nonsense words. The Blevins text has many pages of phonograms that	families underlined. In EDUC 356 Candidates are required to create a Making Words Lesson to demonstrate how one letter makes a difference and to practice automaticity. Candidates In EDUC 353, candidates practice Cloze readings - both with branched cloze and open cloze readings in narrative and information text. In EDUC 356, candidates cover syntax as part of the writing process, using Kendall Hunt Grammar Reference books to teach grammar through mini-lessons. Candidates then use the Kendall-Hunt Fix-It Grammar sheets to apply the lesson by rewriting incorrect	

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	we use in this drill. Pecci Table of contents with phonograms. Candidates also mark words according to syllable rules (Blevins) and notice open and closed syllables - cv vs cvc. Pecci Practice with open and closed syllables. Affixes (slide 6) are part of the lesson on phonics basics presented in the slide presentation as part of the progression in becoming fluent in decoding words. The text has lists of affixes. Semantics and Syntax – In 353 - chapter one of the text covers the various cues - semantics, syntax, graphophonic, and pragmatics, and these are used as part of the word	sentences correctly. Candidates prepare vocabulary slides for assigned words that includes semantics and syntax to teach words to the class that are in assigned literature. Candidates view sentences incorrectly written in the Kendall/Hunt materials and practice rewriting the incorrect sentence into the correct form in regards to capitalization, punctuation, and grammar, sentence	

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	identification strategy presen ted in the phonics slide presentation. (slide 6) Candidates are taught the cloze method that is used to assess the use of semantic and syntactic cues. In the textbook coverage of comprehension, candidates, cover self-monitoring in the text - Does this make sense? Using semantic and Syntax - candidates read in the text about lessons that build background and teach essential vocabulary so that students are primed to better identify new words they meet and thus become more fluent. See CANVAS link above. Vocabulary (semantics) instruction is essential. Candidates cover how grammar is taught in elementary grades through	structure, etc.. They practice editing two sentences from each of the following: grade 1, grade 3, grade 5 and grade 7.	

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Coverage of Concepts*	Opportunities to Practice*	How Assessed*
	a Tompkins textbook reading assignment, and by examining grade 1-4 and 5-8 content (viewing a sample scope and sequence from Kendall/Hunt Publishers). (On CANVAS). They also view the Grammar Handbook to view individual mini-lessons. Candidates learn Editing Marks and use them when editing their own writing pieces as they prepare their published book.		
i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	EDUC 493 (353L) EDUC 493	EDUC 493	TPE Assessment ELA Subject Matter Standards

3.2. Coursework Coverage of Standard 7 – Provide a narrative with links embedded to specific location(s) in course syllabi addressing Standard 7a describing how the program prepares candidates to teach foundational skills and the coverage of the above knowledge and skills (TPE 7.5), as specified in the excerpt from the Education Code. Please be concise. Suggested length no more than 1000 words.

Multiple Subject Candidates enroll in two courses covering literacy development: [EDUC 353 Teaching English-Language Arts I](#) and [EDUC 356 Teaching English-Language Arts II](#). They also take two courses covering teaching special populations: EDUC 340 Exceptional Children in the Classroom and EDUC 339 ELL Pedagogy. These are taken prior to or concurrently with enrollment in the 353 and 356 sequence. EDUC 353 requires a short-term field experience of 25 hours when the candidate is placed in a K-6 classroom teaching the English language Arts. The EDUC 353 course description provides an overview:

A two-quarter sequence course on teaching English Language Arts in Early Childhood through grade 8 using a comprehensive approach. This first course focuses on accessing information through reading, viewing, and word study. Content includes the science of reading research on how children learn to read, phonological awareness, phonics, and planning and delivery of appropriate reading instruction based on assessment and evaluation. Emphasis is on supporting literacy for at-risk children including multiple varieties of English Learners and special needs students. Both California State and North American Division of SDA standards, curriculum, and materials are covered. ELA field experience (EDUC 493 – section 353L) is required. (see lab syllabus). Concurrent enrollment in EDUC 491 (TPA Cycle One) is required.

EDUC 353 covers the foundation skills for reading - [oral language development](#), [phonemic awareness](#), [phonics](#), [vocabulary](#), and [comprehension](#). EDUC 356 covers the foundation skills in [beginning writing](#), conventions ([grammar](#), [spelling](#), [conventions](#)), [handwriting](#), [independent reading](#), and [information text](#). Each class period is 100 minutes.

The basis for learning to read is oral language and world knowledge. One class period is on the [Young Reader](#) including oral language stages of development, how the brain processes language, and strategies for developing language skills such as word play, read-alouds, concepts of print, language experience approach, morning message, and labeling the room.

Word Study in this course includes study of the alphabet, phonemic awareness, phonics, and vocabulary, and each topic is taught in a systematic, explicit manner. The topic begins with learning the 44 sounds of the English language and the importance of knowing the [alphabet](#) (from rotely repeating the alphabet song to identifying individual letters, including the letters in student names). [Phonological awareness](#) is the next major topic and includes rhyme, blending, segmenting, and

substitutions. Candidates are taught to use hand signals and taps to determine how many sounds are heard. Word play with poems, games, and books is crucial. The next topic is [Phonics](#). Students learn vowel and consonant sounds, the most consistent rules, and a few exceptions, syllabication, VC, CVC, CV, CVVC, CVCe, VRC patterns (including irregular “sight” words) They are also taught a [phonics lesson format](#): Review (word wall, flashcards, phonemic awareness, phonics reader), Teach (a new letter/syllable pattern with explicit sounds and word examples), Apply ([decodable text](#), game, word sort, dictation). Candidates are taught an approach that begins with identifying the vowel, the “family,” and the word (later syllable). Candidates have [two texts](#), Kemeny and Blevins, on phonological awareness and phonics. Candidates take a [phonics test for teachers](#), write a [phonics lesson plan](#), and [lead the group in an activity](#) on either the alphabet, phonemic awareness, or phonics. Every candidate must have one field experience where reading is taught to beginning readers (TK-3). This is tracked by the credential analyst. Additionally, candidates are also taught to assess phonemic awareness, phonics, and the alphabet using the [required CORE phonics survey](#). Candidates become familiar with several popular phonics programs and various connected reader options.

[Fluency](#) is the next topic covered beginning with a focus on [sight word fluency](#) (automaticity) and reading text. [Repeated, timed readings](#) include practice with [accuracy, rate, and prosody](#). Candidates must learn assessments ([Basic Reading Inventory is required](#)) for determining accuracy, rate, and comprehension. Prosody is noted as a behavioral indicator or fluency. Several [methods for promoting fluency](#) are included: rereadings, timed readings, Neurological Impress Method (NIM), choral reading, whisper reading, dramas, and readers’ theater. Candidates know how to find appropriate books using the [Lexile system and appropriate use of leveled books](#). Candidates learn that students use all [Language Cues synchronously](#) when reading fluently (graphophonic, semantic, syntactic, pragmatic). I give them examples.

Vocabulary as a foundation skill is included. One recognizes and reads words best if they have meaning. Vocabulary is primarily taught using topic themes that are covered in the curriculum. When students learn words they learn the base word and the various derivations (child, childish, childlike, children). When words are introduced, candidates are taught to assess, build knowledge, and discuss. Then they introduce the word in print. Students will then have heard the word, seen the word, discussed the topic, and are then scaffolded better into knowing the word when they read it.

Comprehension is covered as a foundation skill by providing experiences for students and letting them discuss the experience with the teacher recording the oral language into text (oral to written). Students are then [retelling](#) an experience (field trip, story, activity) as they comprehend and recall the event. Candidates participate in Language Experience Approach and also through [graphic organizers](#) - character, setting, goal, ending, or [Somebody Wanted But So](#) after a story is read. Writing is also a way to show comprehension by writing a paragraph with [beginning, middle, and end](#).

[Spelling, Handwriting, Conventions, and Grammar](#) are taught in EDUC 356 Teaching English Language Arts II. These skills are connected to the expressive aspects of Language and are taught in the context of writing and speaking. Candidates learn the spelling stages and that the encoding of words is by using student knowledge of phonemes and phonics. When students have strong phonological awareness and understand phonics rules, and read widely, they can be [fluent spellers \(encoders\)](#). Candidates must pass a [handwriting test](#) providing evidence that they can write so that young readers can read consistent letter forms (the text and the teacher).

Writing Formats for those students at the [beginning stages of writing](#) are covered in a designated class period. The writing process, the Writing Revolution ([begin with the sentence](#)), and lessons on [How to Write](#) are covered throughout the course and are applicable to all ages. [Publishing of books](#) has a portion of a class period designated for book covers and shape books for young writers.

Candidates learn to teach the foundation skills of literacy in a college classroom where strategies are demonstrated, and they participate, but they really value it when they can see literacy development in action during the three stages of their literacy experiences in the classroom student teaching: EDUC 493 (353L) Language Arts Field Experience, EDUC 493 Presession Student Teaching (3 weeks at the beginning of the school year, and EDUC 493 full-time student teaching.

The TPA Cycle I is completed for most candidates during the EDUC 493 (353L) field experience that is concurrent with EDUC 353 Teaching English Language Arts I.

EDUC 339 teaches foundational skills to multilingual and English Learners while developing English Language Proficiency.

Introduce: In the course schedule, the different chapters in the required textbook, Literacy Foundations for English Learners (Cardenas-Hagan), introduces the five concepts required in 7.A: foundational skills; oral English proficiency; literacy in another language; home language literacy experiences; ELA/ELD framework differentiation. Read comments on EDUC 339 [course schedule](#) to see how these concepts are introduced.

Practiced: The major project — [Collaborative Lesson Plan & Teaching of Plan](#) (339) — offers teacher candidates time to practice the 7.A skills. I left comments on where candidates are demonstrating practice of these skills. This is a completed collaborative lesson plan you can read: [Grade 1 Art](#).

Assessed: The Collaborative Lesson Plan & Teaching of Plan project includes two detailed proficiency scales (one for [lesson planning](#) and one for [teaching](#)) that assess candidates on their ability to align instruction with the ELA/ELD Framework, incorporate foundational skills, differentiate for ELD proficiency levels, and support both oral English development and home language literacy. These scales explicitly reference performance indicators related to CTC 7a, such as aligning to ELD standards, anticipating barriers for ELLs, and embedding culturally and linguistically responsive instruction. Candidate work is scored using these rubrics, and feedback is provided during both the planning and teaching stages. [Sample scored rubrics](#) and a completed lesson plan (e.g., [Grade 1 Art](#)) are included as artifacts.

3.3 *Clinical Practice: Ensuring Opportunities for Candidates to Practice Teaching Foundational Skills – Provide direct links to evidence demonstrating how the program provides opportunities for candidates to practice teaching students foundational reading skills. The standards require that candidates are provided opportunities to practice foundational reading skills that are appropriate for the children and/or students they are teaching in their clinical practice experience. This does not mean that candidates must practice or be observed teaching every individual foundational reading skill in their clinical practice setting (see PSA 24-08). This documentation must include all the following:

[Department Review](#)
[TPE Assessment Forms](#)
[Student Credential Checksheet](#)

3.3a. Communication/Agreement with Districts regarding clinical practice – Direct link(s) to locations in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (appropriate setting, information about expectations made available to administrators and mentors at the school site, etc.). This documentation must include information for mentor/cooperating teachers about the expectations for candidates to take and pass a Commission-approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross-cutting themes in literacy.

[TPE 7 Short Statement](#) or [TPE Extended Statement](#) to be added to existing MOUs
[Notice to LEA Regarding TPE 7 \(Literacy\)](#)

3.3b. Candidate Information – Direct link(s) to location(s) in candidate handbooks or materials explaining the new

standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to foundational skills.

[Credential Handbook](#)

[Information in Canvas for ALL Courses](#) – see **Standard 7** listed

[TPE Assessment Forms](#) – distributed to candidates in all fieldwork courses

[TPE Portfolio Directions](#) – students work on their TPE portfolios when they begin short-term field experiences in math and language arts (25 clock hours for each subject).

3.3c. *Candidate Clinical Practice Opportunities – Direct link(s) to locations in any clinical practice observation tools/assessments, if available, that document where candidates are practicing teaching these foundational reading skills to students and are being provided formative feedback to guide improvement.

[Credential Handbook](#)

[Student Teaching Handbook](#)

[TPE Assessment Forms](#)

[TPE Portfolio Directions](#)

[TPE Performance Expectations & Placement](#)

PART 4: PROGRAM INCLUSION OF LITERATURE, LANGUAGE, COMPREHENSION Below is the applicable language from Education Code Section 44259 (b)(4)(A)(ii): ...satisfactory completion of comprehensive reading instruction that is researched based and includes all of the following: (ii) A strong literature, language, and comprehension component with a balance of oral and written language.

Table 4.1: Strong Literature, Language, and Comprehensive Component with a Balance of Oral and Written Language.

These include TPEs 7.6, 7.7, and 7.8. (See Appendix C-F as applicable to each credential program).

*For each cell below, indicate course number and title with a direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
7.6/U7.6 Meaning Making. Engage students in meaning-making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective-taking, and critical reading, writing, listening, and speaking across the disciplines.	EDUC 353 Comprehension More Comprehension EDUC 356 Information Text Study Skills and Information Text 357 Reading and comprehending informational Text	EDUC 353 Close Reading, QARS, Reciprocal Teaching and more EDUC 356 Character Journals, Writing/Publishing a children's book Reading Response Journals, Literature Circles EDUC 493 (353) Literacy Field Experience EDUC 357 Lesson Planning	TPE Assessment EDUC 357 Integrated Thematic Unit Plan Teaching Information Text TPE Portfolio
Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.	EDUC 353 Text-Dependent Questioning EDUC 356 Literature Circles	353 and 356 Class Participation in all strategies EDUC 493 (353L) Literacy Field Experience	TPE Assessment TPE Portfolio

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
7.7/U7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.	EDUC 353 Young Children and Language Development In the lecture on early reading experiences the instructor stresses the importance of language play - rhymes, finger plays, alliteration, poetry, puppets in the development of language as the precursor to reading and writing. Candidates participate in the songs, rhymes, finger plays, and games that promote oral competence. Strategies for Development Oral Language	339 Written Language: Vocabulary Grade 2 Vocabulary Instruction In this learning activity, teacher candidates design vocabulary instruction that supports text reading fluency through attention to spelling and syllable patterns, semantics, morphology, and syntax. Candidates analyze a grade-level text, select high-utility words, and design instructional activities that promote decoding, meaning-making, and sentence-level fluency. The task requires candidates to align their planning with specific fluency features and differentiate supports for English learners across proficiency levels. 339	339 Written Language: Vocabulary Rubric- Grade 2 Vocabulary Instruction This assessment evaluates candidates' ability to apply evidence-based strategies for explicit vocabulary instruction that develop reading fluency and comprehension. Scores reflect how effectively candidates design developmentally appropriate lessons with intentional scaffolds aligned to students' English proficiency levels. 339 Rubric- Summative: Literacy UDL Lesson Plan, Demo Teaching, Reflection This analytic rubric assesses students' ability to design and teach a UDL-aligned literacy lesson that integrates language

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
		Summative: Literacy UDL Lesson Plan After students develop foundational understanding of literacy (reading, writing, listening, speaking) in relation to ELL pedagogy, I introduce this summative assessment, typically during week 7. This assessment requires students to design explicit instruction integrating vocabulary, grammar/syntax, and discourse actions across the four language domains. In weeks 8–10, students workshop with the instructor as well as classmates, then revise/edit their lesson before teaching one part of the lesson to the class (week 11, finals). 353 and 356 Reading: In EDUC 353 we cover guided reading and literature - both expository	development across reading, writing, listening, and speaking. Each criterion measures instruction in vocabulary, grammar/syntax, and discourse, as well as the use of scaffolds and assessments that support multilingual learners. I use the rubric to evaluate both the written lesson plan and the demo teaching (and their reflection after teaching/revising lesson), ensuring students can apply evidence-based literacy practices that promote access, engagement, development for all learners. 353 Reading: Candidates read two books; one to share in a book talk; one class book for literature circles. Listening: The Literature Circle members choose a

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
		and narrative - and the benefit and guidelines of good literature. in EDUC 356, Candidates participate in Reading Workshop - we read individual books and everyone does a creative book share; we read a class book and keep 2-column notes in preparation for literature circles. Directions to Students Listening: Candidates read about literacy and having receptive and expressive components - it is a cycle – when students receive information (reading/listening) they need opportunity to speak/write.(in CANVAS) We cover protocols for listening to presentations, discussions, Speaking: Candidates	Name for their group and create rules for listening and for being prepared and for taking turns. Speaking: Candidates have several opportunities to develop speaking skills. In EDUC 353 they lead a game for a foundation skill in which they teach us how to play the game and lead the game; in EDUC 353, their oral reading skills are assessed by the instructor and they are given feedback. They also share information about the author. In EDUC 356 Candidates prepare a creative book share and give a book talk. Candidates also read to the class the book they authored.

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
		cover how to organize Debates in EDUC 356; engage in literature circle discussion (how to ask questions - teacher role in tracking information - who asks questions; who answers questions; group processing. Also, candidates give book shares	
Create environments that foster students' oral and written language development, including discipline-specific academic language.	357 Presentation #1: Literacy in the Content Areas Presentation #2: Supporting Academic Language and Writing These presentations are used to introduce teacher candidates to strategies for developing effective expression and academic language across subjects. They are shown how to engage students in	Integrated Thematic Unit Plan Teacher candidates plan lessons centered around student literacy Supporting Writing and Oral Presentation Development In this assignment, teacher candidates must use their thematic unit plan to explain how they will guide students through all phases of writing and presenting, including planning, developing ideas, giving and receiving	EDUC 357 Rubric: Supporting Writing and Oral Presentation Development This rubric assesses how teacher candidates plan and scaffold for student writing and presentations. Thematic Unit Rubric This rubric evaluates teacher candidates' lesson planning, including attention to literacy, writing, and

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
	discipline-specific discussions, writing, and presentations in multiple genres	feedback, revising, editing, and producing final work to support effective written and oral communication. Unit Plan Reflection and Enhancement: Literacy Integration & UDL Strategies In this assignment, teacher candidates review and refine their unit plan outline by integrating reading, writing, and vocabulary strategies and embedding UDL principles for engagement and accessibility.	vocabulary
Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.	339 Language development 332 Creation of diverse digital and multimedia texts 356 Writing Projects	339 Case study: multimedia in the ELL classroom UDL lesson plan with exemplar of one teacher candidate lesson 332 Hyperdoc project with	339 Case study rubric Teaching of UDL lesson 332 Hyperdoc project rubric Google Maps project rubric

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
		student LP , student handout Google Maps project 356 Publishing online book Pattern Book	
Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.	339 In week 3, translanguaging is introduced in this guided reading homework . Students read it, then brought the annotated article to class for discussion.	339 Vocabulary instruction case study with student exemplar UDL lesson plan with exemplar of one teacher candidate lesson	339 Vocabulary instruction case study UDL lesson plan , Teaching of UDL lesson
7.8/U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations,	353 Oral Reading - Read Alouds 356 Writing Audiences Discussions Conventions Presenting	353 Oral Reading Assessment 356 Writing Projects Celebrating the Published books Book Talks Candidates promote books through a creative book share.	Oral Reading Assessment

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
and writing for varied purposes, audiences, and contexts.		They participate in literature circles, candidate directed, after choosing their class book. Candidates cover protocols like asking prepared questions, responding with text-dependent questions, taking turns, having group roles.	
Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information and narration	356 This class is devoted to teacher-directed writing, including many different strategies activities to promote different writing genres , including expository writing . These activities in the links above are in CANVAS for student access. Candidates have a writing folder and writing notebook and they write in the different genres - quick writes for persuasive writing, story map planners (with story element outlines) to	357 Thematic Unit Supporting Writing and Oral Presentation Development —This assignment asks teacher candidates to review their thematic unit and include elements of writing, presentation, and feedback. EDUC 356 Candidates using writing process to publish their own books through Student Treasures. They engage in peer conferences and in	357 Rubric: Thematic Unit This rubric assesses teacher candidate planning to include writing, presentation, feedback (teacher and peer) in their thematic unit

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
	plan narratives, poetry writing (sharing), information writing strategies (4-square). When I introduce a strategy they participate by writing and sharing. The big project is publishing a book - they spend one class period in conferences with peers and with the teacher. Writing Genres Writing Conferences Conferences Basic Writing Workshop PPT Writers Workshop Materials Teacher candidates were introduced to the writing process through PowerPoint and other materials on conducting writer's workshops and	final presentations.	

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
	conferences. They learned how to guide students in planning, revising with peer and teacher feedback, editing, and producing polished written and oral work across opinion, informational, and narrative genres. Candidates have writing folders and they use several forms to guide conferences in different formats - with themselves during revising and editing, with peers, and with the teacher. Scholars also have references in their writing folders for editing marks. They use the conference sheets for revisions, too. In EDUC 356 the instructor teaches the use of graphic organizers and story elements to plan writing (also with 4-squares). Candidates practice by		

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
	submitting story plans. Four Square Plan 4-6 Four Square Plan 7-8		
Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.	332 Developing technology and multimedia to support presentations 356 Keyboarding Spelling Language conventions	332 Greenscreen project EdPuzzle project	332 Greenscreen project rubric EdPuzzle project rubric
Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.	356 Letter formation/printing Spelling and encoding Conventions	356 Handwriting Journal Article Candidates read and discuss the journal article in class. The big debate is why handwriting is taught, especially cursive (important documents requiring signatures). Some candidates can't read cursive. Handwriting Alphabet Models	356 Handwriting Assessment

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
		Manuscript Practice Sheet Students read the handwriting journal article to identify the connection between handwriting and brain development. Then, they read through the handwriting alphabet models, studying the letter formation before practicing it themselves on the practice sheet. We practice in class, teaching support strokes (up/down/around and cross, for example). They almost must pass handwriting “test” in manuscript and cursive. They practice letters they form incorrectly, until they do pass. Candidates also view and rank several keyboarding resources . I share a form for tracking progress.	

7c. Language Development. The program focuses on instruction that values and leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

Introduce: In EDUC 339: ELL Pedagogy, multilingualism and multiliteracy are introduced as foundational concepts for understanding English learner development. During [Weeks 2 and 3](#), candidates read and discuss chapters from Cardenas-Hagan and Fenner & Snyder that address how learners' home languages and cultural backgrounds contribute to their literacy development. These readings frame multilingual learners as students with rich linguistic repertoires—not as limited English speakers—emphasizing that multilingualism is an asset. During these 2 weeks we introduce the concepts of translanguageing, multilingualism, and multiliteracy explicitly. Students learn how language development includes students' use of multiple languages and dialects across different contexts. We also discuss how students navigate various literacies (oral, digital, cultural, and print) within their home and school environments. The [syllabus Student Learning Outcomes](#) (SLOs 2, 3, 4, and 5) reflect these priorities by requiring candidates to differentiate instruction and assessment based on language background, engage sociocultural theory in practice, and apply ELD standards responsively.

Practice: Specific texts and in-class activities during Weeks 2, 3, and 6 center multilingual learners' experiences and guide candidates in identifying and supporting multiliteracy across disciplines. We also provide a [guided reading on translanguageing](#), reinforcing the role of home language and dialects in instruction. Students also read Fenner & Snyder, Ch 2, "Using a Culturally Responsive Framework to meet ELL Needs" and completed [this assignment](#).

Assess: See [Peñaflorida comments- Fenner-Snyder Ch 2](#) for how the assignment was practiced and assessed.

7d. Effective Expression. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguageing, and that promotes effective expression in languages other than English in both English-medium and multilingual programs.

Introduced: In EDUC 339, students are introduced to the concept of translanguageing as a pedagogical strategy that supports effective expression in both English and students' home languages or dialects. This is grounded in readings from [Fenner & Snyder](#) and a structured reading/discussion using [Najarro's article on translanguageing](#) (Education Week, 2023). In [Weeks 2–3](#), students learn how oral and written expression can be supported through strategies such as bilingual sentence frames, home-language annotations, and culturally responsive language tasks.

Practiced: Candidates apply these strategies in their Collaborative Mini Lesson Plans and in vocabulary instruction tasks. One sample ([Grade 4 ELA, Madi & Natalia](#)) includes sentence frames in English and Spanish, a bilingual word bank, and space for students to reflect using both languages. These practices allow multilingual learners to express themselves

through oral, written, and visual modalities.

Assessed: Candidates are assessed on their ability to support multilingual expression through the rubric criteria in the [lesson planning assignment](#) (e.g., “integrates students’ languages or literacies”), as well as [their written reflections](#) on effective language support. These include commitments to using dual-language texts, oral storytelling, and affirming dialects as part of meaning-making.

4.2. Clinical Practice: Ensuring Opportunities for Candidates to Practice a strong literature, language, and comprehension component with a balance of oral and written language. Provide links to evidence demonstrating how the program ensures that candidates are in clinical practice settings that allow them opportunities to practice TPEs related to oral and written language, as applicable to the credential program. This documentation must include all the following:

EDUC 493 (353L), [EDUC 493 pre-session](#), [EDUC 493 Full-time Student Teaching](#)

4.2a. Communication/Agreement with Districts – Direct link(s) to specific location(s) in sample MOU(s) with LEAs or other documentation provided to districts outlining opportunities that must be provided to candidates in clinical practice settings (e.g., appropriate setting, information about expectations made available to administrators and mentors at the school site) related to the TPEs related to oral and written language including 7.6, 7.7, and 7.8, as appropriate to the credential program.

[LEA Minutes](#) — We hold an annual meeting to share updates and gather feedback from our constituent districts.

[Field Advisory Agenda](#) — We hold an annual meeting to share updates and gather feedback from our constituent districts

[Full-Time Student Teaching Mentor Teacher Orientation Form](#)

[Pre-Session Mentor Teacher Orientation Form](#)

[Short-Term Mentor Teacher Orientation Form](#)

MOUs

[TPE 7 Short Statement](#) or [TPE Extended Statement](#) to be added to existing MOUS

[Notice to LEA Regarding TPE 7 \(Literacy\)](#)

4.2b. Candidate Information – Direct link(s) to specific locations in candidate handbooks or other materials explaining the new standards, TPEs, and performance assessment requirements demonstrating that candidates have been provided accurate and timely information about what is required during clinical practice related to the TPEs listed in 4.1. 4.2c. Candidate Clinical Practice Opportunities – Direct link(s) to specific location(s) in clinical practice observation tools that ensure candidates are practicing teaching these skills and are provided formative feedback to guide improvement.

[Credential Handbook](#)
[Student Teaching Handbook](#)
[TPE Assessment Forms](#)
[TPE Portfolio Directions](#)
[TPE Performance Expectations & Placement](#)

Table 5.1. Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques

*For each cell below, indicate course number and title with direct link to actual places in the syllabi where these concepts/competencies can be seen explicitly (See Appendix B).

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
TPE 7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning;	357 During week 2 , unit planning is introduced where the instructor shares a slide deck and handouts, introducing the concept of integrated unit planning. Thematic Unit Outline	EDUC 493 (353L) fieldwork teaching ELA 357 Unit Plan Reflection and Enhancement: Literacy Integration & UDL Strategies	Teaching Information Text Integrated Thematic Unit Plan TPE Assessment TPE Portfolio

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
	Students are asked to brainstorm their unit including identifying ways in which literacy will be relevant. Presentation; Literacy in the Content Areas Students learn to distinguish between general and disciplinary literacy, identify literacy demands in social studies, science, and art, and apply strategies that support reading and analysis of complex texts. Building on these skills, they design lesson components that integrate literacy into content instruction, preparing them to create a comprehensive thematic unit. 361 UDL Introduction Presentation - This	The document is an instructional template that requires teacher candidates to reflect on and improve a unit plan they've already created. The focus is on strengthening the plan by adding strategies for literacy (reading, writing, and vocabulary) and applying Universal Design for Learning (UDL) principles so that lessons are accessible and engaging for all students.	

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
	presentation provides teacher candidates with an overview of Universal Design for Learning (UDL) including UDL's connection to literacy instruction		
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of an understanding of California's MultiTiered System of Support (Tier 1–Best first instruction, Tier 2– Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention);	340 Literacy instruction 353 MTSS	340 Co-taught lesson Research project & presentation	340 Co-taught lesson Research project & presentation
Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the	353 MTSS Dyslexia 356 Differentiating Textbooks 340	353 Case Studies Case Study Presentation 356 Case Studies 340	340 Research project and presentation

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).	CA dyslexia guidelines	CA dyslexia guidelines	
TPE 7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making	EDUC 353 Formative Formal	Practice in class EDUC 493 (353L) Candidates are required to observe the teacher assessing children and understand the assessment plan. They complete the Classroom Assessment Experience form .	Assessment Report TPE Assessment Candidates are urged to use some of their observation hours in full-time student teaching to observe the Reading Resource Teacher. This recommendation is shared with the mentor teacher during orientation.
Understand how to use screening to determine students' literacy profiles and	353 Candidates learn about ERSI and see a marked	340 CA dyslexia guidelines and activity	340 CA dyslexia guidelines and activity

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities	sample The instructor models the Early Reading Screening Instrument for the class, sharing a sample completed assessment. The instructor has completed these assessments while employed in several different districts, testing all K-2 students. She has also used Reading Recovery assessments and worked as a reading resource teacher in grade K-1. She discusses the purpose and results of each element on the instruments. Instructor discusses how the data is used for MTSS. 340 EDUC 340: Exceptional Children in the Classroom: Candidates are introduced to dyslexia through lecture and textbook readings to build overall knowledge of dyslexia and impact on	During Weeks 4 and 5, students engage in a structured study of the California Dyslexia Guidelines, where candidates cross-reference what they've learned about dyslexia through lecture & activities with the information provided in the CA Dyslexia Guidelines and analyze screening tools they could use to gather information about learners' literacy profiles in order to guide their instruction. Candidates also team up to present a portion of a reading lesson using reading instructional materials that align with the Science of Reading. See assignment description. This activity clarifies many questions for candidates about how they will be teaching reading when they experience a scripted	Students submit their written recommendations, assessment suggestions, and learning plan for their case study student with clear evidence of referencing the CA Dyslexia Guidelines. Curriculum-based assessment Candidates present their CBA data and materials to classmates along with a summary of their findings and the progress of their student. They share challenges, successes, and what they learned through the process. Scoring rubric for this assignment

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
	students. Candidates learn typical characteristics and accommodations. Candidates are introduced to schoolwide screening practices and tools so they understand the MTSS framework and analyze and practice several screening tools with peers so they experience administering and interpreting screeners that include elements of phoneme awareness, phonics skills, and Rapid Automatic Naming. Candidates learn that there are a wide variety of screening tools on and offline available for schools and that these tools contribute information about students' literacy profiles.	lesson guide along with available materials to teach foundational reading skills. Curriculum-based assessment - This assignment helps prepare MAT candidates by creating an opportunity to work with a chosen student on a designated weak skill and monitor progress by collecting data and using the data to guide instruction. The candidate uses screening tools to gather information, and plans instruction and remediation activities to target specific skills, then systematically assesses to monitor growth over time.	
Understand how to appropriately assess and interpret results for English learner students	339 In EDUC 339, candidates are introduced to principles of appropriate assessment	339 Case studies Simulated assessments w	339 Case studies Simulated assessments w

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
	and interpretation of results for English learner students in Week 8. Through readings and a slide presentation grounded in Fenner & Snyder (2018) and Staehr Fenner (2014), candidates explore how to design formative assessments that are culturally responsive, linguistically accessible, and valid. They learn to consider issues such as linguistic load, cultural bias, and the difference between language and content learning when interpreting EL student performance. This instruction provides a strong foundation for candidates to recognize assessment-related barriers and to make equitable instructional decisions based on student data.	accommodations 353 ELD Strategy Presentations	accommodations
If indicated, collaborate with families and guardians as	353 Reading Support Programs	340 Observations	340 Observations reflection

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.	Response: Candidates are introduced to the core concepts of TPE 7.10 in Assignment #5: Curriculum-Based Assessment and Intervention Planning. Through a structured case-based assignment, they learn to design and monitor instruction using informal screening (CBA), determine when referrals are appropriate, and practice collaboration with specialists, SSTs, and families. They are asked to consider multilingual learners' language backgrounds and whether assessment in the home language should be pursued. This assignment introduces how to plan inclusive interventions, reflect on data, and initiate referral conversations in a culturally responsive way.	Overview of assessments & diagnosis Classroom assessments Case studies Behavior intervention plan	TPA Cycle 2

Pathway: Multiple Subject Student Teaching Traditional Program	Introduce and Primary Concept Coverage	Opportunities to Practice	How Assessed
	340 Collaboration, inclusive settings, referrals		

5.2. Clinical Practice Opportunities for candidates to learn about diagnostic techniques that inform teaching and assessment and early intervention techniques.

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***5.2a. Direct link to location(s) in sample MOU(s) or other documentation provided to LEAs that include explicit reference to efforts that will be made to provide candidates with opportunities, as practicable, during their clinical practice to learn about, and where possible, observe, how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.**

[TPE 7 Short Statement](#) or [TPE Extended Statement](#) to be added to existing MOUs
[Notice to LEA Regarding TPE 7 \(Literacy\) - Extended Version](#)
[Updated MOU](#)

In response to the 5.2a reviewer comments, we revised and expanded documentation to explicitly address candidate opportunities to observe and engage with literacy screening, diagnostics, and early intervention techniques during clinical practice. We updated the Notice to LEA to include TPE [7.10](#) and [7.11](#), which outline expectations related to formative assessment, diagnostic tools, and screening for dyslexia. We also revised the [role of mentor teachers](#) section in the Notice to LEA that clearly defines mentor responsibilities, including modeling and guiding candidates in structured literacy instruction, screening techniques, and interpreting early literacy assessments.

In the [Updated MOU](#), we added a section placing emphasis for LEAs to ensure teacher candidates are provided with equitable and meaningful opportunities to plan, deliver, and assess literacy instruction according to the provisions expressed in TPE 7.

5.2b. Links to specific location(s) in candidate handbooks or materials that describe for candidates what is expected of them with respect to learning about diagnostic techniques as well as early intervention techniques.

***5.2c. Links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers are using screening and diagnostic techniques [for dyslexia] to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.** Need to demonstrate how teachers screen and diagnose with for dyslexia; When they are in placements, how are they seeing educators engaged in screening? What diagnostic techniques do they use? What other things do they see teachers doing for assessing, diagnosing, and screening? Maybe mentor teacher orientation form can be evidence to submit. CTC needs to see assurance that LEA as a whole sees this and agrees with it. The notice to LEA is thorough but need acknowledgement from districts (MOU) that they've read and complied. **Stance: outsider looking in; make evidence and narrative clear for understanding how and why.**

[Mentor Teacher Orientation TPE 7](#)

The DSM V requires diagnosing for dyslexia to be performed by a licensed professional. The IEP team and school psychologist, in collaboration with the special education teacher, would be able to officially diagnose. That being said, in the [Mentor Teacher Orientation](#), we outline mentor responsibilities aligned with TPE 7. These include modeling structured literacy practices, coaching candidates in using formative assessments to differentiate instruction, supporting candidates in screening for literacy profiles and dyslexia risk, and integrating culturally responsive literacy instruction. This orientation document is reviewed and discussed with mentor teachers by college supervisors as part of the formal placement process. Together, these revisions ensure that LEAs and mentor teachers are informed of their role in supporting candidates' development in evidence-based literacy assessment and instruction.

[Classroom Assessment Observation – Classroom Assessment Experiences](#)

The Student Teaching Assessments & Instructional Reflection Form guides candidates in documenting and reflecting on their experiences with screening, diagnostic, formative, and summative assessments during full-time student teaching. Emphasizing literacy assessment practices, this form supports TPE 7: Effective Literacy Instruction for All Students by helping candidates understand how assessment data informs instruction, identifies learning needs, and promotes equitable, evidence-based teaching for all learners.

[Credential Handbook](#)
[Student Teaching Handbook](#)

5.3 Incorporation of California Dyslexia Guidelines

5.3a. Coursework – Explain how the California Dyslexia Guidelines are incorporated into the program for all candidates. (300 words or less).

EDUC 340 — Participants will examine the CA Dyslexia Guidelines as a resource for educators to understand the California Dyslexia law and responsibility of K-12 teachers in the diagnosis and education of students with dyslexia. Special emphasis will be placed on English learners, screening, and effective approaches for teaching students. Participants will collaborate on actual student cases to apply content from the guidelines.

[EDUC 353](#)

5.3b. Coursework – Provide direct link(s) to specific location(s) in course syllabi where the content of the California Dyslexia Guidelines is clearly identified.

EDUC 340: [Learning Outcomes](#); [Course Expectations and Requirements: CA Dyslexia Guidelines](#)

EDUC 353: [Dyslexia Handbook](#)

***5.3c. Clinical Practice Explain how the program provides, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines. Given that not every candidate will have a child with dyslexia in their clinical practice setting, describe steps taken to provide other opportunities for these candidates to practice strategies identified in the California Dyslexia Guidelines. (See 5.3f below) Additionally, provide all of the following evidence:**

[Student Teaching Handbook](#)

[Observation Hours for EDUC 340](#) - Exceptional Children

[Research Project and Presentation for EDUC 340](#) - Exceptional Children

***5.3d. Communication/Agreement with Districts – Direct link(s) to sample MOU(s) or other documentation describing expectations for clinical practice settings related to providing, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines.**

[TPE 7 Short Statement](#) or [TPE Extended Statement](#) to be added to existing MOUS
[Notice to LEA Regarding TPE 7 \(Literacy\)](#)
[Student Teaching Handbook](#)

5.3e. Candidate Information – Direct link(s) to location(s) in candidate handbooks or other candidate material that explains the program expectations around the California Dyslexia Guidelines. *5.3f. Provide direct links to specific evidence showing how candidates are provided opportunities to learn about and, where possible, observe how schools/teachers use the skills described in California Dyslexia Guidelines (may be combined with 5.3c above).

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Appendix

Program Standard 7: Effective Literacy Instruction for All Students	
7.1	7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
7.2	Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
7.3	Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
7.4	Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
7.5	Foundational Skills. Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding;

Program Standard 7: Effective Literacy Instruction for All Students

	morphological awareness; and text reading fluency, including accuracy, prosody (expression), and direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
7.6	Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
7.7	Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
7.8	Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

Program Standard 7: Effective Literacy Instruction for All Students

7.9	Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational Preliminary Multiple Subject and Single Subject Program Handbook July 2024 29 technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
7.10	Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.²³ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
7.11	Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.