Preliminary Multiple Subject Credential Evidence Guide
Standard 7: Effective Literacy Instruction for All Students

The purpose of this document is to assist prospective Preliminary Multiple Subject and Single Subject credential programs in responding to Program Standard 7: Effective Literacy Instruction for All Students. In the following table, the standard is divided into sections to ensure that prospective programs address each aspect of the standard. (The fact that this guidance document separates the standard section should not prohibit the various concepts from being interwoven throughout the program coursework and clinical practice as is best practice in reading and literacy instruction and as described in Standard 1.) While a brief narrative is acceptable, please be judicious about the length of your response. Reviewers will be looking for the content of the standards reflected in your program. Additionally, unsubstantiated claims/narrative will not be sufficient.

In responding to the standard, please include the following:

- Please list all required reading and literacy instruction related courses for the proposed Multiple Subject/Single Subject credential, by title and number.
- *Please link the syllabi for the courses identified in #1.*
- *Please identify any other coursework in which reading and literacy instruction is covered but where it may not be the primary focus of the course.*
- *Please note that evidence for each element of the standard must be demonstrated in both coursework and clinical practice.*

Note: As part of the program review process, a TPE Matrix is required indicating where each TPE competency is introduced, practiced, and assessed (see IPR Instructions) within the program. In the case of Program Standard 7, TPE 7 is the corresponding TPE. If the standard language is addressed by the evidence provided in the TPE matrix, prospective programs may indicate such and link to the same evidence. This will not be the case for all phrases of the standard language so please review carefully. Responses may, but are not required, to be submitted on this form but must contain all the information requested and be organized similarly.

Multiple Subject Literacy Coursework

Required Reading and Literacy Instruction Courses (All Multiple Subject Candidates)

Multiple Subject candidates complete the three course literacy sequence during Year 1, concurrently with Supervision 131, so literacy coursework is applied in the candidate's own classroom from the first semester of the internship program.

- EDU 235: Reading Foundations (Year 1, Fall)
- EDU 236: Reading Fluency (Year 1, Spring)
- EDU 237: Reading Comprehension & Writing (Year 1, Spring)

Other Coursework in Which Reading and Literacy Instruction Is Covered but Is Not the Primary Focus

- EDU 315: History Social Science & NGSS Science Methods (Summer Session 1)
- EDU 352: Advanced Pedagogies for Multilingual Learners (Year 2, Spring)
- EDU 315: History Social Science & NGSS Science Methods (Summer Session 1)
- EDU 352: Advanced Supporting Multilingual Learners (Year 2, Spring)

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Program Standard 7: Effective Literacy Instruction for All Students The credential program's coursework and supervised field experiences encompass the study of effective means of teaching literacy[1],[2] across all disciplines based on California's State Board of Education (SBE)-adopted English Language Arts (ELA) and Literacy Standards and English Language Development (ELD) Standards. Program coursework and supervised field experiences are aligned with the current, SBE-adopted English Language Arts/English Language Development (ELA/ELD) Framework, including the crosscutting themes of Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge. The program emphasizes the relationships among the five themes, including the importance of the foundational skills to student learning across all themes and how progress in the other themes also supports progress in the foundational skills. Through the integration of	The FCSS Teachers College Internship Program's literacy coursework and supervised field experiences for Multiple Subject candidates encompass **the study of effective means of teaching literacy across all disciplines**, **based on** the SBE-adopted California Common Core State Standards for ELA/Literacy and California ELD Standards. Literacy is taught across all disciplines through content-area reading and writing (EDU 237 Sessions 8 and 12) and EDU 315: History Social Science & NGSS Science Methods. Candidates learn the CCSS Writing standards and trace a single writing demand from kindergarten through grade six (EDU 237 Session 9; Writing Standards Reference). Candidates learn to use the ELA/literacy and ELD standards together by differentiating a CCSS reading standard across ELD proficiency levels (EDU 352 Session 3). Consistent with the standard's broad definition of literacy for students with disabilities, candidates learn that writing may include speech-to-text or word prediction and that communication may include an AAC device used together with a student's home language (EDU 237 Session 10). Program coursework and supervised field experiences are **aligned with the SBE-adopted ELA/ELD Framework, including the crosscutting themes of Foundational Skills,**

[1] Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, visual, and multimodal communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands, and parts are overlapping and should be integrated among themselves and across all disciplines.

[2] For students with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other assistive devices, while writing could include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication.

literacy coursework and supervised clinical practice, candidates learn that student instruction in each of the themes is essential and should occur concurrently (rather than sequentially), with emphasis based on grade-level standards. Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical. Grounded in Universal Design for Learning and asset-based pedagogies,[3] the program supports the development of candidates' knowledge, skills, and abilities expressed in the Teaching Performance Expectations to provide effective literacy instruction that is organized, comprehensive, systematic, evidence based, culturally and linguistically sustaining, and responsive to students' age and prior literacy development. Candidates learn the power of language (both oral and written) to understand and transform the world and to create and support socially just learning environments. The program also builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards to develop students' capacities as effective and critical readers, writers, listeners, and speakers.	**Meaning Making, Language Development, Effective Expression, and Content Knowledge**. Multiple Subject candidates complete the three course literacy sequence in Year 1. EDU 235: Reading Foundations and EDU 236: Reading Fluency anchor **Foundational Skills**, while EDU 237: Reading Comprehension & Writing addresses **Meaning Making, Language Development, Effective Expression, and Content Knowledge**. EDU 352: Advanced Pedagogies for Multilingual Learners extends the sequence through the ELD Standards. Together, the three course literacy sequence and EDU 352 address all of the Literacy Teaching Performance Expectations (TPE 7.1-7.11). Candidates learn **the relationships among the five themes**. Candidates learn **the importance of the foundational skills to student learning across all themes**: phonemic awareness lays the foundation for linking sounds to letters, and fluency bridges word recognition and comprehension because automatic word reading frees cognitive resources for making meaning (EDU 235 Session 1). Furthermore, candidates learn **how progress in the other themes also supports progress in the foundational skills**. Through Scarborough's Reading Rope, candidates examine how the language comprehension strands intertwine with the word recognition strands (EDU 237 Session 1). Candidates learn that comprehension and vocabulary knowledge each influence fluent reading (EDU 236 Session 4), and that knowledge of affixes and word meanings helps students decode multisyllabic words (EDU 236 Session 3).

[3] Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities.

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The study of high-quality literacy instruction in the program also incorporates the following elements of the California Comprehensive State Literacy Plan: a. Principles of equity, diversity, and inclusion, including books and other instructional materials and practices that are asset based and culturally and linguistically responsive, affirming, and sustaining[4] b. Multi-Tiered System of Support, including best first instruction; targeted, supplemental instruction for students whose literacy skills are not progressing as expected toward grade-level standards; and referrals for intensive intervention for individuals who have not benefited from supplemental support c. Instruction that is responsive to individual students' age, language and literacy development, and literacy goals; that engages families and communities as educational partners; and that is reflective of social and emotional learning and trauma-informed practices	**Through the integration of literacy coursework and supervised clinical practice, candidates learn that instruction in each of the themes is essential and should occur concurrently rather than sequentially.** In EDU 236 Session 1, candidates observe a modeled read-aloud that teaches fluency and prosody, Tier 2 vocabulary, comprehension strategies, and content knowledge in a single lesson, then apply the same model in their own Culturally Responsive Read Aloud Lesson Plan (EDU 236 Assessment 1). Furthermore, EDU 235 Session 7's six-step Explicit Phonics Lesson integrates phonemic awareness, phonics, decoding, encoding, fluency, and connected text in one Tier 1 block. Additionally, EDU 237 Session 5 builds the bridge from vocabulary (TPE 7.7) to effective expression (TPE 7.8) through Donald Graves's adept diction and the EDU 237 Integrated Text Set Capstone requires candidates to integrate vocabulary, comprehension, and writing around a single anchor topic. **Emphasis based on grade-level standards** is reinforced as candidates plan their read-aloud lesson using the RL/RI and Foundational Skills standards for their selected grade level (EDU 236 Assessment 1) and trace writing expectations through the grade-level CCSS (EDU 237 Session 9). Candidates also use the Reader Stage Continuum to determine which themes require the

[4] Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all instructional approaches that affirm students' cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem students' lived experiences as assets. These practices affirm the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, sexual orientation, and gender identity as characteristics that add value and strength to classrooms and communities. They include instructional approaches that leverage the cultural and linguistic experiences of students to make learning more relevant and effective.

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d. Incorporation of the California Dyslexia Guidelines e. Integrated and designated ELD f. Knowledge of how to promote multiliteracy in both English-medium and multilingual programs g. Assessment for various purposes, including formative, progress monitoring, and summative literacy assessment; screening to determine students' literacy profiles, including English learner typologies, and to identify potential difficulties or disabilities in reading and writing, including risk for dyslexia; and the possible need for referrals for additional assessment and intervention Consistent with the ELA/ELD Framework, candidates learn instructional practices, through coursework and supervised field experiences, that are active, motivating, and engaging. Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages and dialects, backgrounds, experiences, and knowledge, including family and community, in all instruction. The program makes clear the importance of creating environments that promote students' autonomy in learning, including providing choices in reading and other literacy-related activities. Candidates learn that instructional practices vary according to students'	heaviest emphasis at each stage of reader development (EDU 235 Session 4). The **integration of coursework and clinical practice** is operationalized through assignments completed with the candidate's own students: the CORE Phonics Survey administered to four students (EDU 235), the MASI-R assessment administered to two students (EDU 236), and the vocabulary lesson plan and video, comprehension lesson plan and video, and writing lesson plan and video (EDU 237). In addition to the aforementioned literacy lessons and assignments, field Supervisors evaluate literacy lessons using the literacy lens of the Field Supervisor Observation Literacy/Foundational Skills Tool, which includes a look-for that meaning making, language and vocabulary development, and effective expression are concurrent and integrated into instruction. **Candidates also learn that for multilingual and English learner students, concurrent instruction in each of the themes through integrated and designated ELD is critical.** Candidates learn the purpose of integrated and designated ELD and the distinctions between them (EDU 352 Session 3). Integrated ELD is reinforced across the literacy sequence via Calderón-informed vocabulary instruction (EDU 237: Session 4); culturally and linguistically sustaining read-aloud expectations (EDU 236 Assessment 1); and Universal TPE 5.2 alignment in EDU 235 Assessment 6 and EDU 235 Assessment 3. Furthermore, candidates design an Integrated ELD Lesson Plan (EDU 352 Assessment 3) and a Culminating ELD Lesson Plan of either integrated or designated ELD (EDU 352 Assessment 6) as part of their course assessments.

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learning profiles and goals, age, English language proficiency, and assessed strengths and needs and include, as appropriate, direct instruction, collaborative learning, and inquiry-based learning. Candidates also learn the value of guided self-assessment and goal setting for student independence, motivation, and learning.	**Universal Design for Learning principles are embedded throughout the literacy courses:** each course opens with a UDL guidelines and instructor practices table operationalizing multiple means of engagement, representation, and action and expression, so candidates experience UDL as learners while studying its framework. UDL is taught as a feature of best-first Tier 1 instruction (EDU 235 Session 7), and candidates design literacy lessons with UDL supports in EDU 235 Assessment 4 and EDU 235 Assessment 6. Furthermore, candidates demonstrate UDL implementation in their own classrooms during formal observations: the Field Supervisor Observation Tool's Domain 1 look-fors include the use of UDL, scaffolds, and developmentally appropriate strategies so all learners can access the lesson, and its literacy lens includes look-fors on accessible, multimodal instruction. **Asset-based pedagogy** is operationalized through EDU 352 Session 6's focus on assets-oriented and needs-responsive classrooms; EDU 236 Assessment 1's culturally responsive text selection criteria; EDU 237 Session 2's reframing of vocabulary gaps in English learners as a matter of language exposure rather than a reading deficit; and EDU 235 Session 6's positioning of multisensory instruction as essential for equitable access rather than as remediation. Candidates learn to provide **literacy instruction that is organized and systematic** via the Core Literacy six-step Explicit Phonics Lesson Plan (EDU 235); a full course session on multisyllabic word reading with three structured instructional approaches (EDU 236 Session 3); and EDU 237's four-arc course structure (vocabulary, comprehension, writing, and reading-writing integration). Instruction is **comprehensive**, with

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	the sequence covering **all five crosscutting themes, and evidence based**, as every interactive lecture opens with a Content Acknowledgement naming its research base from the Teaching Reading Sourcebook, 3rd edition. Instruction is **culturally and linguistically sustaining**: candidates select culturally responsive texts for the whole group read-aloud they design and video record (EDU 236 Session 1) and study the California EL Roadmap principles (EDU 352 Sessions 1 and 6). **Instruction is responsive to students' age and prior literacy development:** candidates place students on the Reader Stage Continuum (EDU 235 and EDU 236), use the Blending Readiness Continuum (EDU 235 Session 5), and study the developmental progression of writing (EDU 237). For multilingual learners, candidates plan from ELD proficiency levels and EL typologies (EDU 352 Sessions 2 and 4). **Candidates learn the power of language (both oral and written) to understand and transform the world and to create and support socially just learning environments.** In EDU 352 Session 1, candidates analyze the film Immersion, in which a newcomer navigates an English-only classroom, and re-examine that classroom through the California EL Roadmap. Furthermore, candidates learn translanguaging as an asset-based stance that positions students' full linguistic repertoires as resources (EDU 237 Session 10). Furthermore, candidates examine how privilege, power, and deficit-based "single stories" shape students' opportunities and plan how to challenge inequitable systems (EDU 354 Session 1), and they help students author counter-narratives about themselves as learners (EDU 354 Session 4).

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	The program builds candidates' understanding that high-quality literacy instruction integrates all strands of the ELA/literacy standards, all parts of the ELD standards, and other disciplinary standards. Candidates learn about the importance of integrating listening, speaking, reading, and writing in every literacy lesson (EDU 237 Session 10); integrate all four ELD domains with content standards in EDU 352 Assessment 3 and Assessment 6; and build a content-anchored Integrated Text Set (EDU 237 Sessions 14 and 15). **a. Principles of equity, diversity, and inclusion.** Candidates learn that literacy is a matter of equity from the outset of the sequence: EDU 235 opens with national and local reading data and frames universal screening as a means of closing systemic opportunity gaps (EDU 235 Session 1). Similarly, in EDU 237, candidates learn that many students from low-income and historically marginalized backgrounds may enter school with gaps in vocabulary and background knowledge due to inequitable access to educational opportunities. In EDU 237, candidates examine Biemiller's finding that by the end of grade two the vocabulary gap is roughly 2,000 root word meanings and identify what it would take to interrupt that pattern in their own classrooms (EDU 237 Session 2). Candidates select culturally responsive texts for their whole group read-aloud (EDU 236 Assessment 1) and engage with cognate awareness and translanguaging strategies that position students' home languages as instructional resources (EDU 237 Sessions 4 and 10). In Session 2, candidates study Calderón's vocabulary framework for English learners, which builds their capacity to leverage students' existing linguistic knowledge in vocabulary instruction. For students with disabilities, candidates select accessible texts and materials,

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	including audio, braille, symbol-supported, and digital formats, so that every student can access books that affirm their identities (EDU 237 Session 14 text set audit). In clinical practice, the Field Supervisor Observation Tool includes a TPE 1 look-for on connecting to students' funds of knowledge and cultural and linguistic backgrounds. **b. Multi-Tiered System of Support.** Candidates learn MTSS as best first instruction, targeted supplemental instruction, and referrals for intensive intervention for students who have not benefited from supplemental support via MTSS and its application in literacy, including Tier 3 intensive, individualized intervention and a candidate-designed Tier 1 whole-group phonics lesson (EDU 235 Session 7); Tier 2 intervention and Tier 2 small-group lesson design from their own assessment data (EDU 235 Session 9); initiating the referral process with reading specialists, school psychologists, speech-language pathologists, and site administrators when students do not respond to Tier 2 support (EDU 235 Session 8); and the six co-teaching models for delivering initial and supplemental instruction in inclusive settings in the How Disabilities Impact Literacy Instruction Guide (EDU 235). **c. Instruction responsive to students' age, language and literacy development, and literacy goals; family and community partnership; and social and emotional learning and trauma-informed practices.** Candidates learn to ground instruction in each student's age, language and literacy development, and literacy goals via the Reader Stage Continuum (EDU 235 Session 4); designing Tier 2 intervention groups from

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	their own assessment data (EDU 235 Session 9); the MASI-R oral reading fluency measure to set data-informed fluency goals (EDU 236 Session 4); instructional moves that advance writers along the developmental progression of writing (EDU 237 Session 9); and ELPAC interpretation to tailor instruction to students' English language proficiency and EL typology (EDU 352 Session 2). Candidates engage families as educational partners via involving families as active partners at Tier 3 (EDU 235 Session 8), and California EL Roadmap Principle 1 to partner with families and affirm students' bilingual identities (EDU 352 Sessions 1 and 6). Candidates learn social and emotional learning and trauma-informed strategies such as emotionally safe classroom climates, predictable routines, choices, and calm-down spaces (EDU 230: Session 2), and how to plan culturally responsive, trauma-informed instruction (EDU 230: Session 7). Within the literacy sequence, candidates build a community of readers in which reading is joyful, valuable, and shared (EDU 236 Session 1); connect early literacy to each student's identity and experiences to build motivation and confidence (EDU 235 Session 4); and plan supports for multilingual learners affected by instability or interrupted schooling (EDU 352 Session 4). **d. Incorporation of the California Dyslexia Guidelines.** The California Dyslexia Guidelines are a required reading in EDU 235. Candidates learn the neuroscience of dyslexia, risk indicators, and early screening (EDU 235 Session 8) and the importance of multisensory instruction for students with Dyslexia (EDU 235 Session 6).

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	e. Integrated and designated ELD. Candidates learn that comprehensive ELD includes both integrated and designated ELD as Tier 1 instruction (EDU 352 Session 3), that designated ELD is protected time connected to content, and that dually identified students are entitled to both ELD and IEP supports (EDU 352 Session 5). Candidates design an Integrated ELD Lesson Plan and a Culminating ELD Lesson Plan (EDU 352 Assessments 3 and 6). See 7g. **f. Multiliteracy in English-medium and multilingual programs.** Candidates learn the history of bilingual education (EDU 352 Session 1) and designated ELD in English-medium and Dual Language Immersion programs (EDU 352 Session 3); and translanguaging as an asset-based stance (EDU 237 Session 10). **g. Assessment for various purposes.** Candidates first learn to coordinate formative, progress monitoring, and summative (outcome) assessment purposes through the EDU 235 Session 1 comprehensive assessment plan. Candidates learn formative and progress monitoring assessment via fluency progress monitoring and decision rules (EDU 236 Session 5) and formative assessment probes (EDU 315 Session 5). Candidates learn screening to determine literacy profiles and risk for dyslexia via the CORE Phonics Survey administered to their own students (EDU 235 Session 8), and English learner typologies via ELPAC interpretation (EDU 352 Session 2) and the EL typologies chart (EDU 352 Session 4). Candidates learn to identify the possible need for referrals for additional assessment and intervention via initiating the referral process with reading specialists and school

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	psychologists (EDU 235 Session 8) and a case study weighing whether an English learner should be referred for special education evaluation (EDU 352 Session 4). **Consistent with the ELA/ELD Framework, candidates learn instructional practices that are active, motivating, and engaging** via playful, name-based, multisensory routines that incorporate literacy with joy, play, and engagement (EDU 235 Session 4) and high-interest texts selected for interactive read-alouds (EDU 236 Session 1). Candidates learn that effective practices begin with building on students' cultural and linguistic assets, including home languages, backgrounds, and family and community knowledge, via assets-oriented and needs-responsive instruction (EDU 352 Session 6). Candidates learn to promote students' autonomy, including choice, via choice in texts and literacy activities to sustain motivation and fluency (EDU 236 Session 4) and student-centered small-group literacy instruction (EDU 235 Session 4). Candidates learn that practices vary by learning profile and include direct instruction (the six-step Explicit Phonics Lesson, EDU 235 Session 7), collaborative learning (Structured Academic Controversy, EDU 315 Session 2), and inquiry-based learning (the Inquiry Design Model, EDU 315 Session 2; phenomenon-driven science, EDU 315 Session 4). Candidates also learn to vary instruction by English language proficiency through modeling differentiation via sentence frames (EDU 352 Session 3).

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	Candidates learn the value of guided self-assessment and goal setting for student independence, motivation, and learning: candidates learn how goal setting supports students' independence and how students can use the developmental progression of writing to set goals for their own writing (EDU 237 Session 9), and they use student-facing rubrics for self-assessment (EDU 237 Session 13).
7a. Foundational Skills[5] The program offers coursework and supervised field experiences that include evidence-based means of teaching foundational skills to all students as a part of a comprehensive literacy program, with special emphasis in transitional kindergarten through grade three. Foundational skills include print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (an indicator of automaticity). Through the program, candidates learn that effective instruction in foundational reading skills is structured and organized as well as direct, systematic, and explicit. The program ensures that candidates understand that instruction in phonological awareness and	**Foundational skills** are the central focus of EDU 235 Reading Foundations and a major focus of EDU 236 Reading Fluency, taught as **structured, organized, direct, systematic, and explicit instruction** as part of a **comprehensive literacy program, with special emphasis on transitional kindergarten through grade three.** EDU 235 sequences instruction across the developmental continuum and explicitly teaches candidates how to instructionally support the following foundational skills: ● The structure of English: phonology, orthography, and morphological awareness, applied through the "Word Surgery" analysis of **phonemes, graphemes, syllables,** onset-rime units, and **morphemes** (EDU 235 Session 1) ● **Print concepts** (EDU 235 Session 2) ● **Alphabet and letter knowledge**, including letter-name iconicity, visual and phonological confusability, and continuous-stroke manuscript letter formation (EDU 235 Session 2) ● Instructional strategies that support **letter knowledge**, including multisensory letter formation, the alphabet

[5] See also the Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

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phonics includes phonemic awareness; letter-sound, spelling-sound, and sound-symbol correspondences; spelling patterns; and practice in connected, decodable text. Candidates learn that instruction in foundational skills, particularly text reading fluency, also emphasizes spelling and syllable patterns, semantics, morphology, and syntax. As a result, candidates learn the connections among the foundational skills, language, and cognitive skills that support students as they learn to read and write increasingly complex disciplinary texts with comprehension and effective expression. The program also teaches that decoding requires mapping of spellings to their pronunciation, while encoding requires mapping of phonemes to their spellings, and emphasizes teaching both in ways that reflect their reciprocal relationship. Accordingly, the program teaches candidates to provide explicit instruction for young children in letter formation/printing in conjunction with applicable foundational skills and to help children apply their encoding skills in comprehensive writing instruction. The program also includes evidence-based means of teaching foundational skills to multilingual and English learner students while they are simultaneously developing oral English language proficiency, and in some cases literacy skills in an	concentration game, and alphabet songs (EDU 235 Session 2) ● Reading Skill Sort: **print knowledge, letter knowledge, phonological awareness**, and combination of skills (EDU 235 Session 2) ● Developmental levels of **phonological awareness**, including word-level and syllable-level awareness (EDU 235 Session 3) ● **Phonemic awareness** across the full continuum from word to syllable to onset-rime and body-coda to phoneme, with explicit blending, segmenting, deletion, addition, and substitution routines using Elkonin boxes (EDU 235 Session 3) ● **Phonics, decoding, spelling,** and word recognition, beginning once four to six sound-spelling correspondences are mastered (EDU 235 Session 5) ● Blending readiness and blending strategies for beginning readers, with a first grade blending lesson model video(EDU 235 Session 5) ● Irregular words and spelling patterns through the multisensory "Heart Word" mapping routine, which links **phoneme-grapheme** correspondences in reading and spelling (EDU 235 Session 6) ● The Explicit Phonics Whole Group Lesson Sequence by CORE Literacy, with practice in **connected, decodable text** in the Tier 1 Explicit Whole Group Phonics Lesson (EDU 235 Session 7, Assessment 4) ● Multisyllabic word reading through syllable types and division, affixes and Greek and Latin morphology, and a

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additional language.[6] The program teaches candidates to plan foundational skills instruction based on students' previous literacy experiences in their home languages and to differentiate instruction using guidance from the ELA/ELD Framework, including knowledge of cross-language transfer between the home languages and English. The program teaches candidates that effective instruction in foundational skills employs early intervention strategies informed by ongoing measures of student progress and diagnostic techniques and includes tiered supports in inclusive settings[7] for students with reading, writing, or other literacy difficulties and disabilities, including students at risk for or with dyslexia. Candidates learn to monitor students' progress based on their knowledge of critical milestones of foundational skills development and to adjust and differentiate instruction for students whose skills are not progressing as expected toward grade-level standards. They also learn to adapt instruction and provide accommodations and supplemental support to students who continue to experience difficulty and to collaborate with students' families and guardians as well as with teachers, specialists, other professionals, and administrators from the	flexible strategy for reading big words (EDU 236 Session 3) • Morphological awareness through the Four-Step Morphemic Analysis Routine (EDU 237 Session 4) • Text reading fluency, including accuracy, rate as an indicator of automaticity, and prosody, the variables that impact reading fluency, and prosody through assisted and repeated oral reading (EDU 236 Session 4) • Oral reading fluency assessment via the MASI-R (Multilevel Assessment System–Revised) (EDU 236 Session 4) Candidates learn that **foundational skills i**nstruction, particularly in text **reading fluency**, emphasizes **spelling and syllable patterns, semantics, morphology, and syntax,** via the vocabulary and language structures domain of transitional readers(EDU 236 Session 2) and the language comprehension strand of Scarborough's Reading Rope (EDU 237 Session 1). Candidates learn the connections among foundational skills, language, and cognition that support students as they read and write increasingly complex disciplinary texts, including reading history-social science and science texts through the moves historians and scientists make (EDU 315 Session 1). Candidates learn the importance of word-rich environments, including word walls, word games, and poetry books (EDU 237 Session 5).

[6] See also the Resource Guide to the Foundational Skills of the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

[7] See the California Department of Education/WestEd 2021 publication, *California's Progress Toward Achieving ONE SYSTEM: Reforming Education to Serve All Students*.

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school or district to strengthen the foundational skills instruction provided and initiate, when appropriate, referrals for additional assessment and intensive intervention. Multiple Subject Credential Program: The program provides supervised, guided practice in clinical settings that allow candidates to provide comprehensive literacy instruction, including initial or supplemental foundational skills instruction at beginning levels of reading (i.e., before children have typically developed fluency in decoding).	Candidates learn that **decoding** maps spellings to pronunciations **while encoding maps phonemes to spellings**, and learn to teach both reciprocally via when to begin encoding and decoding (EDU 235 Session 5) and the Heart Word routine, which links phoneme-grapheme correspondences in reading and spelling (EDU 235 Session 6). Explicit letter formation and printing are taught in conjunction with applicable foundational skills (EDU 235 Session 2), and candidates learn to help students apply their encoding skills in writing via why transcription and composition compete in a writer's working memory (EDU 237 Session 9) and teaching spelling and conventions within real writing (EDU 237 Session 10). For **multilingual and English learner students**, candidates learn to plan foundational skills instruction from students' home-language literacy experiences via primary language literacy as a variable in EL typologies and age-appropriate literacy in the primary language for newcomers (EDU 352 Session 4). Candidates learn cross-language transfer and differentiation via cognate awareness (EDU 237 Session 4), Calderón's framework (EDU 237 Session 2), and English learner guidance embedded in EDU 235, such as letter-name iconicity (Session 2). Candidates learn that effective foundational skills instruction employs early intervention informed by ongoing measures of progress and diagnostic techniques, with tiered supports in inclusive settings. Candidates learn to monitor progress against critical developmental milestones using the CORE Phonics Survey, to identify early risk for dyslexia (EDU 235 Session 8), and to provide tiered supports through MTSS, including Tier 3 intensive, individualized intervention (EDU 235 Session 7).

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	Candidates learn to adjust and differentiate for students whose skills are not progressing via designing Tier 2 intervention groups from their own assessment data (EDU 235 Session 9) and progress monitoring decision rules(EDU 236 Session 5). Candidates learn to **collaborate with families and guardians, teachers, specialists, other professionals, and administrators** via involving families as active partners at Tier 3 and initiating the referral process with reading specialists, school psychologists, speech-language pathologists, and site administrators (EDU 235 Session 8). Candidates learn to adapt instruction and provide accommodations and supplemental support for students who continue to experience difficulty via the How Disabilities Impact Literacy Instruction Guide (EDU 235) and Tier 2 intervention design (EDU 235 Session 9). In **clinical practice**, candidates **provide guided, supervised** foundational skills instruction by designing and delivering a pre-emergent or emergent small-group lesson (EDU 235 Assessment 3), a Tier 1 whole-group phonics lesson (Assessment 4), and Tier 2 small-group intervention lessons at beginning levels of decoding (Assessment 6); administering the CORE Phonics Survey to four students (Assessment 5). Field Supervisors observe and give feedback on foundational skills instruction using the literacy lens of the Field Supervisor Observation Tool.
7b. Meaning Making Coursework and supervised field experiences for the Multiple Subject or Single Subject credential	The FCSS Teachers College **coursework and supervised field experiences emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in**

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program emphasize meaning making as the central purpose for interacting with and interpreting texts, composing texts, engaging in research, participating in discussions, speaking with others, and listening to, viewing, and giving presentations. The program addresses literal and inferential comprehension with all students at all grades and in all disciplines, including making connections with prior knowledge and experiences. The program also teaches the importance of attending to higher-order cognitive skills at all grades, such as reasoning, inferencing, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. The program ensures that candidates understand that among the contributors to meaning making are language, including vocabulary and grammatical and discourse-level understandings; content knowledge; motivation and engagement; comprehension monitoring; and in the case of reading and writing, the ability to recognize and produce printed words and use the alphabetic code to express ideas automatically and efficiently with understanding. The program highlights the importance of providing students opportunities to interact with a range of print and digital, high-quality literary and informational texts that are culturally and linguistically relevant, inclusive, and affirming as listeners, readers, speakers, and writers and to share their understandings, insights, and responses	**discussions, speaking with others, and listening to, viewing, and giving presentations**. **Meaning making anchors** the comprehension arc of **EDU 237 Reading Comprehension & Writing** (Session 7 TPE 7.6 Introduction). Candidates learn why fluent decoding does not guarantee comprehension (Simple View of Reading; Scarborough's Rope; Cognitive Science Daniel Willingham's Research). Session 6 defines comprehension as the simultaneous extraction and construction of meaning through the interaction of reader, text, and activity (RAND). Session 7 opens by displaying TPE 7.6 as the anchor for literary comprehension, and Session 9 teaches that reading and writing are one **meaning-making** system (Graham & Hebert, Writing to Read). **Reading aloud and rich early literacy experiences are** taught to candidates through interactive read-alouds as Tier 1 instruction (EDU 236 Session 1); the Text Talk read-aloud method (EDU 237 Session 3) and the informational read-aloud text structure activity on honey bees. (EDU 237 Session 8). **Predictions, retelling and reenacting, generating questions** are taught to candidates via Hanson's retelling progression with picture-supported oral retelling (EDU 237 Session 7). Candidates are taught to support students in **literal and inferential comprehension** by **making connections to students' prior knowledge and experiences** through intentional think alouds (EDU 237 Session 7). Furthermore, Candidates learn about schema theory and how to use schema webs for content-area topics (EDU 237: Session 6) to build students comprehension. Lastly, candidates learn why informational text is difficult for students to comprehend and how to support students'

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in collaboration with others. Through coursework and supervised field experiences, candidates learn to engage students in reading, listening, speaking, writing, and viewing closely (i.e., with close and thoughtful attention) to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. Candidates also learn to promote deep and sustained reading of increasingly complex texts and to plan instruction, including intentional scaffolding and integration of students' assets, based on an analysis of the text complexity of instructional materials and the integration of meaning making with other themes.	understanding of i**nformational texts across all disciplines** through the explicit teaching of informational text structures. (EDU 237 Session 8). Candidates also plan an informational text feature walk lesson to implement in their own classrooms in order to support students' understanding of **informational text** across **all disciplines**. **Higher-order cognitive skills at all grades** including reasoning, inferencing, perspective taking, and critical reading are framed as the goal of the course (EDU 237 Session 1). Candidates learn how to facilitate higher order skills via modelling during teacher think-alouds (EDU 237 Session 7), intentional academic discourse strategies (EDU 237 Session 10). Candidates extend critical reading, writing, listening, and speaking across the disciplines by reading history-social science and science texts through the moves historians and scientists make (EDU 315 Session 1) Furthermore, credential pathway-differentiated practice in every session keeps the coursework individualized to the credential. **Candidates learn that the contributors to meaning making include vocabulary acquisition** (EDU 237 Sessions 2, Session 3, Session 4 and Session 5); **grammatical and discourse-level knowledge** (EDU 237 Sessions 1, 10); **content knowledge** (EDU 237 Sessions 6, 8); **motivation and engagement** (RAND reader element, EDU 237 Session 6; **active engagement** moves, EDU 237 Session 3); **comprehension monitoring** via "clicks and clunks" and metacognition (EDU 237 Session 6); **automatic word recognition** and the **alphabetic code** (EDU 236 Session 1, building on EDU 235).

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	Candidates learn the importance of providing students with a range of print and digital, high-quality literary and informational texts that are culturally and linguistically relevant, inclusive, and affirming: digital texts (EDU 237 Session 6); literary texts (Sessions 6 and 7); informational texts (Session 8); and culturally and linguistically relevant texts (EDU 236 Session 1). Candidates audit their Integrated Text Sets for whether the set offers a way in for every reader, including students who use accessible formats (EDU 237 Session 14). Candidates learn to use cooperative learning structures and academic discourse strategies so that students share their understandings in collaboration with others (EDU 237 Sessions 7 and 10). Candidates learn to engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts via text feature walks and text structure analysis with signal words and graphic organizers (EDU 237 Session 8) and research within the CCSS writing anchors (EDU 237 Session 9). Candidates learn to promote deep and sustained reading of increasingly complex texts through the four-step explicit strategy instruction model (EDU 237 Session 7); the Eight Comprehension Strategies with scaffolds such as graphic organizers, schema webs, and modeled think-alouds; and text complexity analysis via the Three Text Complexity Sort (EDU 237 Session 6). The Capstone Integrated Text Set Assignment integrates meaning making with the other themes (EDU 237 Session 14). For multilingual learners, candidates scaffold meaning making via Calderón's modifications (EDU 237 Sessions 2 and 3), visual story maps with

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	language objectives (Session 7), and translanguaging (Session 10). In clinical practice, candidates plan, teach, and video record a vocabulary lesson and a reading comprehension lesson with their own students and share these videos with their instructors, Field Supervisors, and cohort for feedback. Field Supervisors observe meaning-making instruction with the literacy lens of the Field Supervisor Observation Tool.
7c. Language Development Coursework and supervised field experiences for the Multiple Subject or Single Subject credential program emphasize language development as the cornerstone of literacy, learning, and relationship building and as a social process and meaning making system. Candidates learn that it is with and through language that students learn, think, and express information, ideas, perspectives, and questions orally and in writing. The program presents ways to create environments and frame interactions that foster oral and written language development for all students, including discipline-specific academic language. The program focuses on instruction that values and leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. The program promotes multilingualism and addresses	**Language development** anchors EDU 237's vocabulary arc (EDU 237 Session 2, Session 3, Session 4, and Session 5). Candidates learn that students **learn, think, and express ideas with and through language, orally and in writing**, by examining reading, writing, speaking, and listening in a real classroom lesson (EDU 237 Session 10). **Oral language** is taught as the developmental foundation for literacy (EDU 235 Session 4). Candidates learn to create environments that foster oral and written language development, including discipline-specific academic language, via oral rehearsal before writing and instructional moves to foster academic conversations (EDU 237 Session 10); and the language demands of the content areas (EDU 237 Session 10 and Session 12). Candidates are taught to value and leverage students' existing linguistic repertoires and home languages via Calderón's modifications (EDU 237 Session 2); cognate awareness, in which candidates sort Spanish-English word pairs into true, partial, and false cognates and draft one instructional move to leverage cognates in their own classrooms (EDU 237 Session 4); and translanguaging as an asset-based stance (EDU 237 Session 10). Candidates also redesign a discussion or prewriting activity

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multiliteracy in both English-medium and multilingual programs. The program addresses the importance of developing students' language, including their knowledge of how language works. Candidates learn to support students' oral and written language development, including vocabulary knowledge and use. The program highlights effective teaching of vocabulary both indirectly (through rich and varied language experiences, frequent independent reading, and word play/word consciousness) and directly (through the explicit teaching of general academic and discipline-specific terms and of independent word learning strategies, including morphology and etymology). The program also attends to grammatical and discourse-level understandings of language. Candidates learn that grammatical structures (e.g., syntax) and vocabulary interact to form text types or genres that vary according to purpose, intended audience, context, situation, and discipline. The program addresses ways to facilitate students' learning of complex sentence and text structures and emphasizes that students enrich their language as they read, write, speak, and listen; interact with one another; learn about language; create diverse oral, print, digital, and multimodal texts; and engage with rich content across disciplines. Candidates learn to plan instruction based on the analysis of instructional materials and tasks; the assessment	to invite students' full linguistic repertoires (EDU 237 Session 10). Multilingualism and multiliteracy in English-medium and multilingual programs are developed in EDU 352 via the history of bilingual education (Session 1), designated ELD in English-medium and Dual Language Immersion programs (Session 3), and assets-oriented instruction under EL Roadmap Principle 1 (Session 6). Candidates learn to develop students' knowledge of how language works, including syntax, grammar, and discourse-level knowledge, through the language comprehension strand of Scarborough's Reading Rope (EDU 237 Session 1) and through word consciousness and adept diction, including synonyms, gradable and complementary antonyms, homographs, and denotation and connotation, all mapped to the L.5 and L.6 standards (EDU 237 Session 5). Candidates learn the link between vocabulary and comprehension and why explicit vocabulary instruction is essential to closing the vocabulary gap for students from low-income backgrounds (EDU 237 Session 2). Indirect vocabulary learning is taught through Graves's four components of vocabulary growth, including wide independent reading (EDU 237 Session 2), and word consciousness and word play via the Antonym Sort and Connotation Continuum (EDU 237 Session 5). Direct instruction is taught through Biemiller's sequence of vocabulary word acquisition and Beck's three tiers with Calderón's modifications (EDU 237 Session 2). Furthermore, candidates learn student-friendly explanations, multiple exposures in multiple contexts, and active engagement with word meanings (EDU 237 Session 3), along with Beck and McKeown's Text Talk, Biemiller and Boote's Direct Explanation Method, and

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(formal and informal) of individual students' speaking, writing, or other communications; understanding of students' English language proficiency; and the integration of language development with other themes.	Beck's Method for Independently Read Text (EDU 237 Session 3). Candidates learn to teach independent word-learning strategies, including morphemic analysis, Greek and Latin roots, context clues, and Baumann's integrated Vocabulary Strategy (EDU 237 Session 4). Candidates learn grammatical and discourse-level understandings and how text types and genres vary by purpose, audience, and discipline across grade levels. Candidates examine the CCSS writing landscape, trace a single writing demand across grade-level expectations, and learn instructional moves to advance writers (EDU 237 Session 9). Sentence combining and mentor sentences develop students' syntactic control from oral language into written sentences (EDU 237 Session 10). Furthermore, story grammar (EDU 237 Session 7) and informational text structures (EDU 237 Session 8) show how texts are organized for different purposes, and the genre arc across narrative, informative/explanatory, and opinion/argument writing traces each genre across grade levels (EDU 237 Sessions 11 to 13). Candidates learn that students enrich their language across the four processes in every literacy lesson (EDU 237 Session 10) and through digital writing tools (EDU 237 Session 10) and digital informational text (EDU 237 Session 8). Candidates learn to plan instruction based on analysis of instructional materials, including word selection from texts(EDU 237 Session 2) and auditing a unit they bring (EDU 237 Session 14); assessment of students' writing through diagnosis of student writing samples (EDU 237 Session 9); students' English language

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	proficiency through ELPAC interpretation (EDU 352 Session 2) and EL typologies(EDU 352 Session 4); and the integration of language development with the other themes via the Integrated Text Set Capstone (EDU 237 Session 14).
7d. Effective Expression Coursework and supervised field experiences for the Multiple Subject or Single Subject credential program address effective oral and written expression, including how students learn to effectively express themselves as activity and discussion partners, presenters, and writers and to use digital media and visual displays to enhance their expression. Candidates learn how to engage students in a range of interactions and collaborative conversations and to prioritize extended conversations with diverse partners on grade-level topics and texts. Candidates learn to help students identify effective expression in what they read, listen to, and view as they examine the words, images, and organizational structures of written, oral, or visual texts. Through the program, candidates learn to teach students to discuss, orally present, and write so that their meanings are conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. Candidates also learn how to help students communicate in ways appropriate for their purpose, audience, context, and task and gain command over the conventions of written and spoken English (along with other languages in multilingual programs) as they create print and	Effective expression anchors EDU 237's writing arc (EDU 237 Sessions 9, 10, 11, 12, and 13). Candidates learn the developmental progression of writing across the Pre-Literate, Emergent, Transitional, and Fluent bands, and why transcription competes with composition in a writer's working memory (EDU 237 Session 9). Candidates trace the CCSS Writing Standards K–6 across grade levels (EDU 237 Session 9). Additionally, candidates learn how students express themselves orally via academic discourse before beginning the writing process (EDU 237 Session 10); and discussion protocols that support collaborative conversations with multiple conversational turns (EDU 237 Session 10). Candidates learn to help students improve their writing via mentor sentences drawn from familiar books (EDU 237 Session 10); and the language categories of adept diction, where gradable antonyms and connotation shape writing decisions (EDU 237 Session 5). Candidates learn to create writing-rich environments in which students write daily for various purposes via the research on daily writing volume (EDU 237 Session 9); and writing to learn across disciplines (EDU 237 Session 12). Candidates learn that writers progress from drawings, marks, and scribbles to strings of letters, phonetically spelled words, and conventional spellings (EDU 237 Session 9). Candidates practice placing authentic student samples in developmental bands and naming the bottleneck (transcription, composition, or the competition between them)

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digital texts. The program focuses on candidate instruction and supervised support that values and leverages students' existing languages and dialects, including translanguaging, and that promotes effective expression in languages other than English in both English-medium and multilingual programs. Through coursework and supervised field experiences, candidates learn to engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support learning and reflection across disciplines. They also learn to 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 increasingly sophisticated genres, drawing on the modes of opinion/argumentation, information, and narration. Candidates learn the importance of supporting students to use keyboarding, technology, and multimedia, as appropriate, and the value of developing spelling and handwriting fluency in the writing process. Candidates also learn to provide explicit instruction in letter formation/printing and related language conventions, such as capitalization, punctuation, in conjunction with applicable decoding skills. In addition, candidates learn to engage students in self- and peer-assessment using a range of tools and to allocate sufficient time for creation, reflection, and revision. The program teaches candidates to plan	(EDU 237 Session 9). Candidates then select instructional moves with exact teacher language (EDU 237 Session 9). Candidates learn to teach students to plan, develop, give and use peer and teacher feedback, revise, edit, and produce their own writing across the modes of narration (Session 11); information (Session 12); and opinion/argument (Session 13). Candidates learn to support students' use of keyboarding, technology, and multimedia via age-appropriate digital writing tools and digital citizenship, naming one tool that doubles as an access support, such as speech-to-text or word prediction (EDU 237 Session 10). Candidates learn to provide explicit instruction in letter formation/printing and related conventions in conjunction with decoding skills via continuous-stroke manuscript formation and multisensory letter formation (EDU 235 Session 2); and encoding (EDU 235 Session 5). Candidates support students in developing spelling and handwriting fluency in the writing process via conventions taught within real writing, with brief regular handwriting practice in the early grades and keyboarding in the upper grades (EDU 237 Session 10). Candidates learn to value translanguaging and effective expression in languages other than English via home-language brainstorming, rehearsal, two-language word banks, and home-language partner pairings (EDU 237 Session 10); and designated ELD in Dual Language Immersion programs (EDU 352 Session 3).

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instruction based on the analysis of instructional materials and tasks; the assessment (formal and informal) of individual students' speaking, writing, or other communications; and the integration of effective expression with other themes.	Candidates learn to engage students in self- and peer-assessment with time for creation, reflection, and revision via student-facing rubrics versus teacher scoring rubrics (Session 13); structured peer-feedback protocols (Session 13); and formative writing assessment via student conferences (Session 11). In clinical practice, candidates plan, teach, and video record a writing lesson with their own students (EDU 237 Session 13) and debrief peers' writing lesson videos (EDU 237 Session 14). Field Supervisors observe effective-expression instruction via the Literacy Observation Tool.
7e. Content Knowledge Coursework and supervised field experiences for the Multiple Subject or Single Subject credential program address content knowledge, which includes literary, cultural, and discipline-specific knowledge, as a powerful contributor to the comprehension of texts and sources of information and ideas. The program highlights the integration of literacy across disciplines and the reciprocal relationships among the development of academic language(s), literacy, and content knowledge. Additionally, the program promotes the collaboration of educators across disciplines to plan and implement instruction that maximizes students'	Content knowledge anchors EDU 237 Sessions 8 and 12. Session 8 opens with candidates reading informational text without the knowledge it assumes, then displays TPE 7.6 and TPE 7.9 together as the dual anchor. Candidates learn why literacy across content areas is difficult for students; the five informational text structures with signal words and matched graphic organizers; and text feature walks (EDU 237 Session 8). Candidates learn the reciprocal relationships among academic language, literacy, and content knowledge via discipline-specific language (EDU 237 Session 10) and content-area writing (EDU 237 Session 12). Furthermore, candidates plan authentic cross-disciplinary instruction in which science and history-social

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development of literacy skills and content knowledge. The program also teaches candidates to understand that while building content knowledge enhances literacy development, it also serves to motivate many students, particularly when the content relevance is clear, reflects and values students' diverse experiences and cultures, and is responsive to students' interests. The program emphasizes the importance of full access to content instruction—including through printed and digital texts and multimedia, discussions, experimentation, and hands-on explorations—for all students. The program teaches candidates to provide the supports needed based on students' language proficiency levels or learning differences and addresses inclusive practices and co-teaching models. The program helps candidates build students' understandings of disciplinary literacy—the ways in which disciplines use language and literacy to engage with content and communicate as members of discourse communities (e.g., historians, scientists). The program addresses the role of content knowledge as students navigate increasingly complex literary and informational texts, research questions of interest, evaluate the credibility of sources, and share knowledge as writers and speakers. The program also teaches the importance of wide and independent reading in knowledge	science each supply something the other cannot (EDU 315 Session 5). Candidates learn to collaborate with educators across disciplines via the six co-teaching models for delivering initial and supplemental literacy instruction together in the How Disabilities Impact Literacy Instruction Guide (EDU 235). Candidates learn that content motivates students when it reflects and values their diverse experiences, cultures, and interests via culturally responsive text selection using sources such as We Need Diverse Books and Lee & Low (EDU 236 Session 1). Candidates design a Culturally Responsive Read Aloud Lesson Plan as their first assessment in EDU 236. Candidates also conduct a perspective audit of published curriculum (EDU 315 Session 3) and draw on local phenomena about which students' families may hold knowledge (EDU 315 Session 5). Candidates learn to provide full access to content instruction for all students via print, digital, and multimodal texts and structured discussion. Candidates audit a unit they currently teach for whether it offers a way in through the modes their students use, checking whether each text is available in the accessible format their students need (audio, large print, braille, digital text with text-to-speech, or symbol-supported text) and naming one accessible or identity-affirming text they would add (EDU 237 Session 14, Applied Practice: Auditing the Unit You Brought). They then build an Integrated Text Set anchored by one text with three to five supporting texts, including at least one evaluated digital or multimodal resource (EDU 237 Session 14, Capstone Assessment: Integrated Text Set). Furthermore, candidates learn

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building and literacy development. In addition, the program provides multiple opportunities for candidates to learn how to promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and to foster digital citizenship.[8] The program teaches candidates to plan instruction based on the analysis of instructional materials, tasks, and student progress as well as the integration of content knowledge with other themes.	to name and model the talk moves that structure academic discussion (EDU 237 Session 10) and identify a digital writing tool that doubles as an access support, such as speech-to-text or word prediction (EDU 237 Session 10, Digital Writing Tools). Candidates also learn phenomenon-driven science in which students observe directly and build initial models (EDU 315 Session 4). Candidates learn to provide supports based on language proficiency and learning differences via the vocabulary tier sort for English learners (EDU 237 Session 2); the visual story grammar organizer as a primary scaffold (EDU 237 Session 7); and audio primary sources, visual primary sources, and text-to-speech as access points for English learners and students with disabilities (EDU 315 Session 1). In EDU 315 Assessment 4, candidates design language scaffolds at two ELD proficiency levels, each preserving the science practice. Candidates learn to build students' disciplinary literacy by naming the moves historians make (sourcing, contextualizing, and corroborating) and the moves scientists make (tracing claim, evidence, and reasoning) and by applying three meaning-making moves to authentic disciplinary texts (EDU 315 Session 1); and via reading scientific text, productive scientific talk, and modeling (EDU 315 Session 4). Candidates learn to teach students to navigate increasingly complex texts, research questions of interest, and evaluate the credibility of sources via text-complexity analysis (EDU 237 Session 6); research within the CCSS writing anchors (EDU 237 Session 9); and digital source evaluation through two teachable

[8] See *California Digital Learning Integration and Standards Guidance* for additional information.

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	questions: "Who made this, and how do I know?" and "Is this informing or selling?" (EDU 237 Session 8). Furthermore, candidates learn to design developmentally appropriate research questions and source use, from a shared class question investigated through a single source in the early grades to guided multi-source writing in the upper grades (EDU 237 Session 12). Candidates design compelling and supporting questions using the Inquiry Design Model (EDU 315 Session 2). Candidates learn to help students share knowledge as writers and speakers via Claim-Evidence-Reasoning (EDU 315 Session 5) and Structured Academic Controversy (EDU 315 Session 2). Candidates learn the role of wide and independent reading in knowledge building and literacy development via Graves's four components of vocabulary growth (EDU 237 Session 2) and content instruction (EDU 237 Session 8). Candidates learn to promote digital literacy and digital citizenship by evaluating digital texts for authorship, accuracy, purpose, and student access and contributing them to a shared Digital Resource Bank (EDU 237 Session 15); and by locating digital primary sources, applying civic online reasoning, attributing sources under Creative Commons, and checking student data privacy (EDU 315 Session 1). Candidates learn to plan instruction based on analysis of instructional materials by auditing a unit for access, determining whether the set offers a way in for every reader (EDU 237 Session 14); on student progress via formative assessment probes (EDU 315 Session 5); and on the integration of content knowledge with other themes. In clinical practice, candidates

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	teach content-connected literacy lessons in their own classrooms (Vocabulary Lesson and Video, EDU 237 Session 5; Comprehension Lesson and Video, EDU 237 Session 8) and build a culminating Capstone Integrated Text Set around a single anchor topic, anchored by one text with three to five supporting texts, including at least one evaluated digital or multimodal resource, with a stated purpose for every text (EDU 237 Session 14). Candidates also design a Cross-Disciplinary Integrated Lesson Plan with scaffolds for students with disabilities that preserve the disciplinary demand (EDU 315 Assessment 5). Field Supervisors observe content-integrated literacy instruction using the program's literacy observation tool.
7f. Literacy Instruction for Students with Disabilities Coursework and supervised field experiences for the Multiple Subject or Single Subject credential program provide candidates an understanding of how various disabilities can impact literacy instruction (e.g., dyslexia, dysgraphia, autism, speech/language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, deaf and hard of hearing). The program addresses how candidates can appropriately adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students and to work effectively within co-teaching and inclusion models. The program teaches candidates to understand their responsibility for providing initial and supplemental	The FCSS Teachers College coursework and supervised field experiences provide candidates with an understanding of how various disabilities impact literacy instruction, and teach candidates how to adapt, differentiate, and accommodate instruction to provide access to the curriculum for all students. Candidates use the How Disabilities Impact Literacy Instruction Guide (EDU 235), which addresses the impact on literacy and the specific adaptations, differentiation, and accommodations for dyslexia, dysgraphia, autism, speech and language impairment, varied cognitive abilities, executive function disorder, visual impairments and blindness, and deaf and hard of hearing. Candidates also learn to adapt instruction via the pathway-differentiated blocks in EDU 237, including visual story grammar organizers as primary scaffolds (EDU 237 Session 7), and speech-to-text, word prediction, and AAC paired with home language (EDU 237 Session 10).

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instruction for students. Candidates learn and practice how to collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to gain additional assessment[9] and instructional support for students. The program also teaches candidates to understand the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities. Candidates learn the importance of accurate identification (neither over- nor under-identification) of multilingual and English learner students with disabilities and to seek support from language development and disability education specialists to initiate appropriate referrals and interventions.[10] The Multiple Subject or Single Subject English credential program incorporates the California Dyslexia Guidelines[11] through literacy coursework and, where practicable, supervised field experiences that include the definition of dyslexia and its characteristics; screening to determine literacy profiles and the risk for dyslexia and other potential reading and writing difficulties or disabilities; and effective approaches for teaching	Candidates learn their responsibility for providing initial and supplemental instruction for all students within a Multi-Tiered System of Support in inclusive settings via MTSS and its application in literacy and a candidate-designed Tier 1 whole-group phonics lesson(EDU 235 Session 7); and Tier 2 intervention (EDU 235 Session 9). Candidates learn the six co-teaching models for delivering initial and supplemental literacy instruction with education specialists within co-teaching and inclusion models, such as station teaching and alternative teaching for a Tier 2 re-teach, in the How Disabilities Impact Literacy Instruction Guide (EDU 235). Within inclusive classrooms, candidates learn to work with instructional support personnel via navigating paraprofessional implementation of supports (SPED 206 Session 5). Candidates learn how to collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators to gain additional assessment and instructional support via involving families as active partners at Tier 3 and initiating the referral process with reading specialists, school psychologists, speech-language pathologists, and site administrators (EDU 235 Session 8) and planning literacy instruction in collaboration with general education colleagues,

[9] See the Preliminary Multiple Subject and Single Subject Credential Teaching Performance Expectations, Domain 5: Assessing Student Learning, for additional information.

[10] See the California Department of Education 2019 publication, *California Practitioners Guide for Educating English Learners with Disabilities* for additional information.

[11] See California Education Code 44259(b)(4)

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and adapting/differentiating instruction for students at risk for and with dyslexia and other literacy-related disabilities. Candidates learn that guiding principles for educating students at risk for and with dyslexia and other literacy-related disabilities are anchored in valid assessment and instructional practices that are evidence based and that incorporate structured literacy (i.e., instruction that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics) along with other cognitive and perceptual supports.	speech-language pathologists, and paraeducators (SPED 206: Session 1). Candidates learn the distinction between the characteristics of emerging bi/multilingualism and the range of learning disabilities via supporting dually identified English learners, assessment accessibility resources and accommodations, and reclassifying dually identified students (EDU 352 Session 5), using the California Practitioners' Guide for Educating English Learners with Disabilities. Candidates learn the importance of accurate identification, so that multilingual and English learner students are neither over- nor under-identified, and to seek support from English language development and special education specialists before initiating a referral, via a deep dive into EL Roadmap Element 1.E: English Learners with Disabilities and a case study weighing whether an English learner should be referred for special education evaluation (EDU 352 Session 4). EL typologies, including newcomers and long-term English learners, are addressed via who newcomer students are, who long-term English learners are, and an EL typologies chart exploration (EDU 352 Session 4). The program incorporates the California Dyslexia Guidelines through literacy coursework and supervised field experiences. The Guidelines are a required reading in EDU 235. Candidates learn the definition of dyslexia and its characteristics via dyslexia as a neurobiological learning disability, the key brain systems affected, risk indicators across grade bands, and the IQ-discrepancy myth (EDU 235 Session 8).

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	Candidates learn screening to determine literacy profiles and the risk for dyslexia and other reading and writing difficulties via California's K–2 universal screening mandate (EDU 235 Session 8); why early assessment matters, a CORE Phonics Survey simulation, and administering and interpreting the CORE Phonics Survey with their own students (EDU 235 Session 8); the MASI-R oral reading fluency measure (EDU 236 Session 4); and diagnosing writing samples to name whether transcription, composition, or both limit a writer (EDU 237 Session 9). Candidates learn effective approaches for teaching and adapting instruction for students at risk for and with dyslexia and other literacy-related disabilities via the adaptations for dyslexia and dysgraphia in the How Disabilities Impact Literacy Instruction Guide (EDU 235). Candidates learn that instruction for students at risk for and with dyslexia is anchored in Tier 2 and Tier 3 structured literacy that is comprehensive, systematic, explicit, cumulative, and multimodal (EDU 235 Sessions 7 and 9). Structured literacy is taught across the literacy sequence via phonology through the developmental levels of phonological awareness (EDU 235 Session 3); orthography through irregular word instruction(EDU 235 Session 6); phonics through encoding and decoding (EDU 235 Session 5) and the six-step Explicit Phonics Lesson (EDU 235 Session 7); morphology through syllable types and affixes (EDU 236 Session 3) and morphemic awareness (EDU 237 Session 4); syntax through the language structures strand of Scarborough's Reading Rope (EDU 237 Session 1) and sentence combining (EDU 237 Session 10); and semantics through explicit vocabulary instruction (EDU 237 Session 3). Candidates pair structured literacy with cognitive and

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	perceptual supports, such as graphic organizers, reduced working-memory load, and text-to-speech, in the How Disabilities Impact Literacy Instruction Guide (EDU 235). In clinical practice, candidates administer the CORE Phonics Survey with their own students, design and teach Tier 2 intervention lessons from the results (EDU 235 Assessment 6), teach Tier 1 lessons with UDL supports, and audit their Integrated Text Sets for access, determining whether the set offers a way in through the modes their students use (EDU 237 Session 14). Field Supervisors observe candidates using the literacy lens of the Field Supervisor Observation Tool, including look-fors on UDL supports and responsive instruction for English learners and students with reading difficulties, including dyslexia.
7g. Integrated and Designated English Language Development Coursework and supervised field experiences for the Multiple Subject or Single Subject credential program emphasize that ELD should be integrated into ELA and all other content instruction and build on students' cultural and linguistic assets, including their home languages and dialects. The program also emphasizes that comprehensive ELD includes both integrated and designated ELD and is part of Tier 1 instruction. Candidates learn how integrated and designated ELD are related, building into and from one another, and how designated ELD should be taught in connection with (rather than isolated from) content areas and topics. Through coursework and supervised field experiences,	Candidates learn to build on students' cultural and linguistic assets, including their home languages, via assets-oriented and needs-responsive instruction under EL Roadmap Principle 1 (EDU 352 Session 6). Candidates learn that comprehensive ELD includes both integrated and designated ELD, that both are part of Tier 1 instruction, and that the two build into and from one another (EDU 352: Session 3). Candidates learn that designated ELD is taught in connection with, rather than isolated from, content areas and topics, in both English-medium and dual-language settings. Candidates also learn how to design intellectually rich and standards-based curriculum for multilingual learners. Candidates learn to provide integrated ELD via EDU 352: Assessment 3, in which English learners use and understand English to access academic content, and via Calderón's vocabulary modifications (EDU 237: Session 2); cognate

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candidates learn to provide integrated ELD in which English learner students are taught to use and understand English to access and make meaning of academic content throughout the school day and across disciplines. All candidates learn to use the ELA/literacy standards (or other content standards) and ELD standards in tandem[12] to plan instruction that advances English learner students' academic and language development, strengthening students' abilities to use academic English as they simultaneously learn content. The program teaches candidates to design instruction that is appropriate for English learner students' literacy profiles, levels of English language proficiency, and prior educational experiences. Candidates also learn to design instruction that develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works. To the extent possible, the program provides supervised field experiences for candidates that include English learner students and recently reclassified English learner students. The Multiple Subject credential program prepares candidates to provide designated ELD as a part of the regular school day in which English learner students are taught English language skills critical for engaging in grade-level content learning. Candidates learn that designated ELD instruction is	awareness (EDU 237: Session 4); visual story grammar maps with explicit language objectives (EDU 237: Session 7); translanguaging in discussion and writing (EDU 237: Session 10); and culturally responsive read-alouds (EDU 236: Session 1, Assessment 1). Candidates learn to use the ELA/literacy standards and ELD standards in tandem via the ELD standards and proficiency levels (EDU 352: Session 3), and plan science and history-social science lessons with language scaffolds at two ELD proficiency levels in the Anchor Phenomenon Lesson Sequence Plan (EDU 315: Assessment 4). In the Culminating ELD Lesson Plan (EDU 352: Assessment 6), candidates must design a lesson that is appropriate for their students' literacy profiles, levels of English proficiency, and prior educational experiences. Additionally, the lesson plan is assessed on how candidates develop their students' English with purpose and meaning. Candidates also learn to design instruction responsive to students' literacy profiles, English language proficiency levels, and prior educational experiences through the Student Journey Map (EDU 352: Assessment 4), in which candidates analyze a multilingual learner's educational history, language development trajectory, English learner typology, and sociocultural context, then design an evidence-based instructional plan aligned to the Essential Principles for supporting diverse EL typologies. Furthermore, candidates learn to design instruction appropriate to students' literacy profiles, English proficiency levels, and prior educational experiences via ELPAC interpretation (EDU 352: Session 2); EL typologies and planning for newcomers, long-term English learners, and

[12] See California Code of Regulations, Title 5, Section 11300(a, c).

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tailored to students' proficiency on the English language development continuum, based on the ELD standards. Candidates also learn to use the ELD standards as the focus of instruction in ways that support content area instruction, building into and from specific topics of study.	interrupted schooling (EDU 352: Session 4); and developing students' abilities to use English purposefully and understand how English works (EDU 237: Session 5 and Session 10). To ensure that candidates have experiences with recently reclassified English learners, candidates engage in an ELPAC Data Analysis Reflection Protocol in which they gather summative ELPAC data for their local school site and organize it by performance levels, grade-level bands, and primary language groups. Then, based on the patterns they observe, they select instructional strategies they would prioritize at their school site to support their unique English learner population. Candidates learn to provide designated ELD as a protected part of the regular day, tailored to students' proficiency on the ELD continuum and using the ELD Standards as the focus of instruction connected to topics of study (EDU 352: Session 3, Session 4, Session 5, and Session 6). In clinical practice, as teachers of record in Fresno County, where nearly one in five PK-12 students is classified as an English learner, candidates will most likely serve English learners who need integrated and designated ELD support daily. Therefore, they will utilize the Integrated ELD Lesson Plan and Culminating ELD lessons with their own students (EDU 352: Assessments 3, 6) and share these lessons with their Field Supervisor and course instructor. Additionally, when the Field Supervisor conducts candidate observations, they will utilize the observation tool, which includes look-fors on funds of knowledge (TPE 1) and academic-language development (TPE 1).

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7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice The program teaches all elements of the Literacy Teaching Performance Expectations and provides instruction, practice, and informal feedback and self-assessment focused on the knowledge, skills, and abilities required by any required local and/or state literacy performance assessments. Supervised, guided practice in clinical settings[13] provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve and/or develop their practice to meet the learning needs of their students.	The three-course literacy sequence (EDU 235: Reading Foundations, EDU 236: Reading Fluency, and EDU 237: Reading Comprehension & Writing), together with EDU 352: Advanced Pedagogies for Multilingual Learners and EDU 315: History Social Science & NGSS Science Methods, teaches Multiple Subject candidates all elements of the Literacy TPEs (7.1–7.11). Each course syllabus maps every session's TPEs in an Introduced, Practiced, and Assessed table. EDU 237 Session 1 explicitly connects the three-course literacy sequence to the literacy performance assessment, naming the five themes the assessment draws on and where each is taught. Multiple Subject candidates complete the California Teaching Performance Assessment (CalTPA), including the Literacy Cycle, Assessment-Driven Literacy Instruction, which requires candidates to plan, teach and assess, reflect, and apply literacy instruction with their own students. The program provides repeated practice in this assessment-driven cycle: candidates administer and interpret the CORE Phonics Survey with their own students (EDU 235 Session 8) and design Tier 2 intervention lessons from the results (EDU 235 Assessment 6); and administer the MASI-R and plan instructional next steps from the data (EDU 236 Assessment 3). Candidates apply their understanding of the Literacy TPEs through several course assessments, and every major literacy assessment in the sequence is carried out in the candidate's own

[13] See Preliminary Multiple Subject and Single Subject Credential Program Standards, Standard 2: Preparing Candidates Toward Mastery of the Teaching Performance Expectations and Standard 3: Clinical Practice, for additional information.

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	classroom with their own students. In EDU 235, candidates teach the Tier 1 whole-group phonics lesson and Tier 2 small-group lessons and administer the CORE Phonics Survey. In EDU 236, candidates teach and video record a culturally responsive read-aloud and administer the MASI-R with two of their own students. In EDU 237, candidates submit the vocabulary lesson and video, comprehension lesson and video, writing lesson and video, and the Capstone Integrated Text Set. In EDU 352, candidates teach the Integrated ELD Lesson Plan and Culminating ELD lesson. Each literacy course also requires early field experience hours in formal observation and lesson planning. The EDU 237 assessments also give candidates repeated practice aligned to the performance assessment, scored with TPE-aligned rubrics. After each lesson video, candidates debrief with peers: vocabulary lesson video debriefs (Session 6), comprehension lesson video debriefs (Session 9), and writing lesson video peer debriefs (Session 14). The course closes with Integrated Text Set presentations (Session 15). Candidates present to pathway-mixed groups and give and receive rubric-anchored peer review, which serves as public evidence of Literacy TPEs 7.6–7.9. Additionally, **literacy instruction is guided and supervised through the program's field supervision protocols**. Candidates receive twelve formal observations per year, as described in the Field Supervision Handbook and the field supervision course syllabi, and receive ongoing feedback on their literacy instruction throughout the two-year internship. Course instructors assess recorded lessons submitted as course assignments, while Field Supervisors provide formative feedback

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	grounded in their in-person classroom observations. Field Supervisors use the Field Supervisor Observation Tool for all literacy lessons via the literacy lens. At the conclusion of each year of the internship, candidates reflect on their literacy instruction using the Practice and Growth Reflection Tool and develop actionable next steps and goals.