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Reading and Literacy Standards Course Matrix

In the matrix below, denote the candidates' opportunity to learn, apply, and be assessed on the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, indicate – using an I, P, or A – when the program/candidate introduces (I), practices (P), and assesses (A) each competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. Please identify only the best example(s), up to four (4) for each I, P, and A.

Standard	**Candidate Competencies**	**TE 530** Children's and Adolescents' Literature RLAA	**TE 631** Seminar in Language Arts New 2026 syllabus	**TE 639/677** Literacy and Language RLAA	**TE 635** Introduction to Assessment of Reading/Language Arts RLAA	**TE 640** Planning for Teaching and Assessment in Writing	**ED 690** Methods of Inquiry	**TE 637** Instructional Strategies for Reading/ Language Arts RLAA	**TE 633** Leadership in Literacy Ed
Program Standards 1-5 address the Reading and Literacy Added Authorization. Standards 6-10 address the Reading and Literacy Leadership Specialist Credential. Institutions that are approved to offer the Added Authorization only need only to address those competencies, while institutions that have been approved to offer both the Added Authorization and the Specialist credential must respond to all competencies below.									
Competencies for the Reading and Literacy Added Authorization									

Link to Commission Approved Reading and Literacy Standards: http://www.ctc.ca.gov/educator-prep/standards/Reading-Specialist.pdf

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2	Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	IPA Assignment	IPA		IP	I & P Slide Deck for TE 640 A: Assignment Description		PA	
	Candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.		P					IPA (example 1, example 2)	IPA

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	Candidates demonstrate the ability to research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.		IPA	IP A		IP		I	I PA
	Candidates demonstrate the ability to research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.	IPA Assignment	IP	IP		IPA			

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	Candidates exhibit a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; develop a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.	IP Assignment	IP			PA		IPA	
	Candidates foster students' independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.	IPA Assignment			IPA	IPA		IP	

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3	Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.	IP Assignment	IPA	IP	IPA	PA			IPA
	Candidates know how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including:		P	IPA	IPA			IPA	
	oral language development				IPA				
	word analysis				IPA				
	fluency				IPA				

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	vocabulary development				IPA				
	listening & reading comprehension				IPA				
	written language development				IPA	IPA			
	Candidates are able to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.	IPA Assignment			IP	IPA		IPA (example 1, example 2)	

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	Candidates know the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.		P		IPA			IPA (example 1, example 2)	

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	Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI^2, and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.		P		IPA			IPA (example 1, example 2)	

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	Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.		IPA	IP		IPA		IPA (example 1, example 2)	

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	Candidates know the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.		IP		IPA				

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	Candidates know the differences and relationships between the skills needed for assessing and supporting students' literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.		IPA		IP A				
	Candidates know the methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.		P		IP A				IPA

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Competencies for the Reading and Literacy Leadership Specialist Credential only									
7	Candidates know basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.		IP			IPA			
	Candidates demonstrate the ability to evaluate literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school, or district levels.		IP	PA			IPA Assignment		L P A

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	Candidates engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.		IPA		IP		IPA Assignment		I PA

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	Candidates demonstrate the ability to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.		IP		IPA				I P A

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	Candidates understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks.		IP				IPA Assignment		IPA
	Candidates understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives.		IP		IPA		PA Assignment	IPA	IPA
	Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education.		IPA	IPA	IP		IPA Assignment	IPA	

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	Candidates demonstrate the ability to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.		IPA		IP			IPA	

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	Candidates implement clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations that might assist their communities in obtaining support for literacy development.		IPA				IPA Assignment		
8	Candidates demonstrate advanced professional competencies in, and knowledge of the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography.				IPA			PA	

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	Candidates demonstrate advanced professional competencies in, and knowledge of the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing.				IPA	P		IPA	
	Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based.		IPA					IPA	IPA Coaching Assignment

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	Candidates demonstrate advanced understanding about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction.		IP					IPA	
	Candidates demonstrate advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.				IPA				PA

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	Candidates demonstrate a deep understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.				IP		IPA Assignment	IPA	

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	Candidates know the types of disabilities that have implications for literacy development and implement effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI² Tiers 1, 2, and 3.				I PA			IPA (example 1, example 2)	
	Candidates demonstrate the ability to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.	IPA				IP IP A		IPA (example 1, example 2)	

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	Candidates know about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the Foundations/Standards and Frameworks.				IP			I	I P A Professional Developmen t Assignment
	Candidates demonstrate advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population.							I	I PA

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	Candidates demonstrate advanced professional knowledge about how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders.		IPA					I	PA

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	Candidates demonstrate advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.						PA		

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	Candidates demonstrate professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers' content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.					IPA	PA		I PA

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